

LB  
1840  
G8W9

A  
A  
0  
0  
1  
4  
5  
7  
0  
0  
1  
4



UC SOUTHERN REGIONAL LIBRARY FACILITY

THE TRAINING SCHOOL

by

Frank L. Wright

UNIVERSITY OF CALIFORNIA  
AT LOS ANGELES



# Colorado State Teachers College BULLETIN

---

SERIES XXI

JUNE, 1921

NUMBER 3

---

Section Six of the Educational Survey  
of Colorado State Teachers  
College

## THE TRAINING SCHOOL

by

FRANK L. WRIGHT  
Professor of Education



GREELEY, COLORADO

---

Published Monthly by State Teachers College, Greeley. Entered as Second-Class Matter at the Postoffice, Greeley, Colorado, under the Act of August 24th, 1912



# Colorado State Teachers College BULLETIN

---

Section Six of the Educational Survey  
of Colorado State Teachers  
College

## THE TRAINING SCHOOL

by  
FRANK L. WRIGHT  
Professor of Education



Published By  
**THE BOARD OF TRUSTEES**  
Greeley, Colorado  
**JUNE, 1921**



# Foreword

Peculiar difficulties have attended the working up and presentation of this Survey Report on the Training School. The sub-committee originally assigned by the Chairman of the Survey Committee to examine and report to the faculty the Training School situation consisted of the Director of the Training School (who as Chairman was to write the report) and two other members of the faculty,—one a Training School teacher and the other a teacher in the College proper. The general questionnaire of the faculty was to afford the starting point for the work of this sub-committee as well as of the other groups.

At the close of the first year, however, the Director of the Training School was elected to the principalship of a city normal school, and the other two members of the sub-committee left the school—one for service in the Army and the other to a new teaching position; so the work for the first year stopped with the collecting of the data on the general questionnaire.

The sub-committee was reconstituted the following year with the new Director of the Training School as Chairman. At the close of the year he was elected to the presidency of a Western normal school, and the work of the sub-committee again was halted.

To make sure of completing the work when the sub-committee was again constituted it seemed necessary to draft as Chairman a member of the Survey Committee who had been in contact with the work of the Committee from the beginning. The faculty are under obligations to Mr. Wright for his undertaking this oft-interrupted piece of work—so long after the period when the data were fresh.

It is universally agreed that the satisfactory operation of a training school is the most difficult phase of the established work of a school for teachers. It is made far more difficult than the operation of a public school, because of its **double purpose**. It must first be made a **first rate school for children**. It must then be made a **first rate school for prospective teachers**. The eighty years of the normal school experiment in the United States have still not taught us finally the one best way of doing these two, apparently simple tasks. Only those who are acquainted with the real problem think that its solution is simple.

Many years of experience, however, have finally brought substantial agreement among educators in regard to the desirability of developing **two major lines** of training school work. First, it is clear that the effective preparation of teachers requires the development of the “demonstration or observation or model school” function, in order that prospective teachers may see and reflect over the finest examples of what **teaching can be**, in the hands of a master. Since teaching is essentially an art examples are fundamental to learning it. Second, it is clear that the preparation of teachers requires the development of the student-

telligent practice. About these two functions of the training school there is no question. And it is clear that under favorable conditions the two may be successfully developed together in a single training school. This is in fact the characteristic task of the director of a training school—to develop these two training school functions to their highest efficiency.

This task is complicated by the mathematical relations existing between the numbers of training school children and the numbers of college students or prospective teachers. The problem is easiest in the small normal school where the proportion of training school children to prospective teachers is large. It is hardest in the large school for teachers where the proportion of prospective teachers is much larger. The growth of a school for teachers always eventually brings it face to face with this difficulty. It is instructive to see how various schools have met the problem. It is sometimes evaded by permitting all the teaching in training school to be done by student teachers. Needless to say this is not a satisfactory solution. It is sometimes met by developing the "observation or demonstration or model school" function and decreasing or even omitting altogether the student teaching function. Neither is this a satisfactory solution. In a dozen or so of normal schools in the United States we may today see another type of solution,—students taking turns at teaching while their fellow-students "play class." It is ludicrous to see mature men and women making believe to receive a lesson in beginning reading or arithmetic from a make-believe teacher. The problem is again sometimes side-stepped by asserting that the training school should become a laboratory for experiment. It seems, however, that the experiment function if developed at all must be developed in a separate school. The typical training school has its hands quite full in the attempt to meet the other two purposes.

It is finally becoming clear that if we adopt the two-fold training school purpose above stated we face certain obvious alternatives as schools for teachers grow. We assume first that growth is not to be accompanied by any lowering of efficiency. Then, either (1) the training school must be proportionally increased in size as the number of student-teachers increases; or (2) the enrollment of the college or normal school must be restricted when the training school has reached its maximum size; or (3) the school for teachers must acquire student-teaching facilities in the public schools of the state. This last solution is becoming ever more common; and it is becoming clear that in the future normal schools will not be located in communities either too small to provide the necessary training school or unwilling to do so; and it seems likely that in the competition of the future the teachers colleges that lack adequate training school facilities will be forced either to move or lose their chance to draw the best grade of students.

While the present study does not go deeply into these central problems of training schools it does suggest that the Greeley situation is at present somewhat better than is found in a considerable number of normal schools. Happily, it seems that it can be made still more favorable



before the limits of fruitful growth are reached even with the present facilities; and the obvious possibilities of extending the facilities have not as yet been touched. That they will be is as certain as that the College will grow.

The report calls attention to the fact (well known to all students of the normal school problem) that the state teachers college touches few rural school teachers. No normal school or teachers college has ever been able to. Good departments of rural work have been established in many schools but prospective rural teachers do not enroll. The employing of additional professors of rural school education is hardly a solution. Nothing will enroll prospective rural teachers in normal schools except a state certification requirement. In the meantime institutes, extension work and summer schools may be of considerable use.

Among the several other needs of the training school reported in this study probably that which is most pressing is the matter of the printed curriculum. The need is only more obvious than are the clues to meeting the need. The relation which a training school bears to the central purpose of a school for teachers requires that its curriculum shall cover the usual materials of the public schools of the state,—the materials which its graduates must teach—and its organization of instruction must of necessity be such a one as can be carried out under the conditions existing in a typical public school.

Section VII, The Course of Study, still remains to be published.

J. G. CRABBE,

President



# The Training School

## A Preliminary Statement

Studies have been made within the past few years, which attempt to show that there is a difference in the intelligence of children enrolled in training schools and of those enrolled in the regular public schools. In this study it would have been desirable to have had access to data of this type in both mental and educational tests, but no such data had been taken at the time of this survey, 1917-18. There are no records as to mental ability or educational attainments or even teachers' marks of a single child who attended the elementary school during the year 1917-18, or any year previous. A card like the following was filed for each child in the training school during the year 1917-18, but was evidently destroyed by the next training school director. These cards are being completed again this year, 1920-21, for all children enrolled in the school.

5Name -----	Colorado State Teachers College
Date Birth: Yr. ____ Month ____ Day ____ Place ____	Training School
Mental ----- Grade ----- Test -----	Pupil's Record Card
Parent or Guardian ----- Occupation -----	Address -----
Graduated: Yr. ----- Month ----- Day -----	New Address -----
Withdrew: Year ----- Month ----- Day -----	
2Cause of Withdrawal -----	

GRADE	3Age	Date of Ad- mission			Days Present	Days Absent	6Effort	Scholarship6	Non-Promoted			Promoted1			4Cause Non-Promotion
		Year	Month	Day					Year	Month	Day	Year	Month	Day	
Kindergarten	B														
	A														
First	B														
	A														
Second	B														
	A														

1. This card shall be kept on file in the Director's office.
2. Financial conditions of home, illness in family, personal illness, physical defects, incapacity, indifference, failure of promotion, left city, go to work.
3. Give age on birthday nearest September 1, of current school year.
4. Irregular attendance, physical defects, incapacity, indifference.
5. Last name first.
6. Below average, above average, average.

GRADE		Age	Date of Admission		Days present	Days absent	Effort	Scholarship	Non-Promoted		Promoted		Cause Non-Promotion
			Year	Month					Year	Month	Year	Month	
Third	B												
	A												
Fourth	B												
	A												
Fifth	B												
	A												
Sixth	B												
	A												
Seventh	B												
	A												
Eighth	B												
	A												

The Year Book for 1918-19 gives the only information to be had concerning these elementary school children; this publication lists merely the names of the pupils for each grade.

Because of the delay occasioned by change in personnel of the Committee, opportunity is afforded to refer to the Carnegie's Survey of the Missouri Normal Schools (1) and Wilson's Study of Training Departments in the State Normal School in the United States (2). The material in this bulletin on teacher training facilities in Colorado State Teachers College, however, has been limited to the year 1917-18 or earlier, even though many changes for the better have taken place since that time.

This preliminary statement should probably contain one other point so that the reader may the better understand the writer. It will be remembered that Montaigne in his "Education of Children" says that persons should not quote from others "for fear the comparison renders the appearance of their own writings so pale and sallow that they lose much more than they gain." The writer has in no sense followed the advice of this educator, but on the other hand, has been very liberal indeed in his filchings. Otherwise, there would have been little material for a

**survey of Teacher Training facilities in Colorado State Teachers College.**

- (1) The Carnegie Foundation for the Advancement of Teaching, Bulletin No. 14 "The Professional Preparation of Teachers for American Public Schools."**
- (2) Wilson, L. A.—"Training Departments in the State Normal Schools in the United States," Eastern Illinois Normal School Bulletin No. 66.**



# Training School Survey

## I. INTRODUCTION.

One of the most important factors in determining the standing of any teacher training institution is its facilities for student teaching. If every teacher in the United States were required to have at least one year of student teaching under careful supervision, much time and energy of both pupil and teacher in the public school as well as the resources of the community would be conserved. After showing the loss to the pupils and communities of poorly trained teachers, Prof Mead (1) says "How such a loss can be justified ethically is not clear." The importance of Teacher training has not been seriously considered. If it had been given enough consideration no such statements as the following would appear in an official bulletin (2): "Of the 20,000,000 children of the United States 10,000,000 are being taught by teachers who have had no special preparation for their work and whose general education is clearly inadequate."

"Of the 600,000 public school teachers in the United States it has been estimated by competent authorities that 65,000 are teaching on permits not being able to meet the minimum requirements of County Superintendents."

Teaching is a vocation. "Vocational education which ignores practical training is largely futile. When the time arrives in the development of the boy or girl when he should seriously undertake preparation for a calling it is necessary that somehow and somewhere he should be able to devote a considerable time to actual participation in the concrete process of the calling itself" (3). Few would be willing to trust themselves to surgeons who had not one or two years of clinical work after their schooling. So the public school administrator goes on this same supposition when he demands experience. This experience in the way of teacher training under expert supervision may be provided largely by the Training School in Teacher Training institutions.

That the validity of supervised teacher training "has been accepted in practice is indicated by the fact that a training department is maintained by every state normal school in the United States and by a considerable number of private normal schools." (4)

Persons responsible for teacher training have gone on record repeatedly as to the value of the training department. Such statements as the following indicate the attitude of leaders in the field of Normal school administration toward the Training school: "Actual teaching is capable of ranking as the most valuable course for the students" (5); "There is no longer any question in the minds of those competent to judge, that the place of the Training Department is pivotal; it is the hub from which should radiate all the activities of the other departments" (6); "The training school is the heart of the Normal School" (7). President J. G. Crabbe of Colorado State Teachers College expresses his opinion in these words: "The Training school in any teacher training producing agency including State Normal Schools and Teachers Colleges is the very heart of the Institution. Without it there can be no real satisfactory training of teachers. It is a quasi clinic for prospective teachers. It is the final testing out agency for teaching in any system of Training Schools. The Director of the Training School should be the biggest man among the members of the faculty in scholarly attainments, experience and character." (8)

In spite of these expressions on the part of Administrators, the fact probably remains as is expressed by the Carnegie Foundation "It is not

too much to say, indeed that the Training department is the weakest part of the structure, (in the Missouri Normal Schools) and the same thing is probably true in many, if not most of the State Normal Schools in this country." (9)

Theoretical value of a training department is seldom realized in practice because of lack of a common knowledge of the best features of all training schools by those responsible for teacher training; and because of a "general lack of a satisfactory correlation of all of the work of the Normal School with the Training School. Not only does the training school as a rule occupy a subordinate position in the normal school organization instead of being the pivotal point and focus of all departments, but the work of the training school seems in many, if not most, cases to be detached, to lack a fundamental relation to what is taught and learned 'upstairs'. It is no unusual thing for the Normal School student to complain that the theory that has been taught to him in courses in psychology, principles of teaching, and special methods (to say nothing of the purely academic courses) has no perceptible connection with the work of the training school. This is sometimes due, no doubt, to the fact that the 'theory' is impracticable and that those responsible for the practice teaching knew it, and in consequence will have no commerce with it; but it is oftener due merely to a complete mechanical separation of the training department both from the department of educational theory and from the academic departments,—a separation which results in the total ignorance of each party regarding what the other is teaching or practicing, if not, indeed, in actual opposition or open friction". (10)

In spite of this friction however, several studies which have been made tend to show the value of teacher training. H. G. Childs in his study of the value of practice teaching for teachers in secondary schools, had reports from nineteen city superintendents upon as many teachers who had done practice teaching as a part of their preparation. The summary of these reports, as given by Wilson is: "Ten of the 19 teachers were decidedly above the average of all teachers in the teaching staff, 17 of the 19 were equal to or above the average of all, but two were below the average and none were reported unsatisfactory. The comparison with other teachers with no previous teaching experience is still more striking as 14 of the 19 were rated decidedly above the average; only one was rated below the average and none were rated as unsatisfactory". (11)

Furthermore of 79 teachers who had done practice teaching as a preparation for later teaching, "69 reported that it had much value; eight that it had moderate value; two that it had little value".

The purpose of this survey of the teacher training facilities in Colorado State Teachers College, then is two-fold: (1) to present impartially facts concerning organization, material, methods, defects and advantages of the system, so that they may become common knowledge to all administrators or others interested in the training of teachers, who desire it; and (2) (the much more important purpose) to bring to the members of the faculty of the College, a conscious realization of the problems and short-comings; to bring about a more definite unity of purpose on the part of the faculty; a more thorough realization that the College exists for the sole purpose of the training of teachers, that the training school is the central, most positive agency in the school for the realization of this purpose, and finally that the success or failure of the training school in accomplishing this definite purpose, depends largely on each member of the faculty, be he Dean, Director of the Training School, Training Teacher, or the most insignificant assistant in the institution.



- (1) A. R. Mead, The Ethics of Student Teaching, Educational Administration and Supervision. Vol 6: 395.
- (2) Supplement, January N. E. A. Bulletin, 1920, p. 3.
- (3) David Snedden, The Problems of Vocational Education, p. 27.
- (4) L. M. Wilson, Training Departments in State Normal Schools of the United States. The Normal School Bulletin, Eastern Illinois Normal School, p. 9.
- (5) N. E. A. Addresses and Proceedings, 1899, p. 846.
- (6) N. E. A. Addresses and Proceedings, 1899, p. 561.
- (7) Report of the National Council of Normal School Presidents and Principals, Educational Administration and Supervision, March 1918, p. 166.
- (8) Introductory Paragraph in "The President's Final Opinion of the Training School and what a Great Training School Ought to Be"—President J. G. Crabbe—Private File.
- (9) Carnegie Foundation for Advancement of Teaching. Bul. No. 14, p. 192.
- (10) Ibid Page 199
- (11) Eastern Illinois Normal School Bulletin No. 66 Pages 12-13



## II. THE FUNCTION OF THE TRAINING DEPARTMENT.

If the Training School is (or is expected to be) the "hub," "the very heart," "the heart and core," of the teacher training institution, then to determine the function of the one will involve the function of the other. It might be well, at this point, however to throw out the suggestion that the training school is not the only department of a teacher training institution which contributes materially to the training of teachers. But it is probably safe to say that a clear statement of the function of a teachers college will pretty clearly define the purposes of the training department of that Teachers College also.

The function of Colorado State Teachers College is expressed thus: "The function of the Teachers College is to make teachers. To do this it must keep abreast of the times. It must lead in public education. It must project the future. The modern conception of education embraces all of human life. The deep and rich notion enlarges the function of an institution that aims to prepare teachers. This function embraces in its relations: the faculty, the child, the student, the home, the state, society, and the course of study." (1)

Professor E. D. Randolph's statement of the function of a Teachers College is probably as good as any that has been formulated, thus far. He says, "The function of a Teachers College is the insuring to society of a more reliable agency of social solidarity and progress—a body of public school teachers who as a result of prospective adjustment to (1) their social responsibilities and (2) the institutional duties they will have in the public schools, will be able to cooperate with the spirit and in the technique of modern education to secure the due relationship between public school work and the effective pressures of life.

"In brief, Teachers Colleges are expected to exercise wise leadership rather than merely to perpetuate existing practices. They are to organize social pressures in response to modern educational thought and thus facilitate the slow adjustment of the public school to social conditions. While insuring efficiency in what must be done, they are to guarantee to society that what most needs to be done shall not be omitted." (2)

It would be worth while for the faculty of any institution to try to state the function of that institution, as they see it. Without some unifying agency such as a faculty council, there would probably be little unanimity of statement, but value would come from the unity of purpose required in the consideration of a common problem. Furthermore some members of any faculty might be made to realize, by such an undertaking, that they are not realizing the function it is intended they should.

It would be worth the time and energy of the faculty of Colorado State Teachers College, also, for each to carefully formulate the function of the Training School as a department of the College and to determine how its activities may be correlated with those of other departments. It is unfortunate that in the present survey a statement of the function of the Training School was not called for from every member of the faculty. As will be seen from reading the following questionnaire which was sent to all members of the faculty, each individual was asked to state the function of his department. Consequently the function of the Training School was stated only by teachers in the Training School.

Here is the questionnaire which was sent to all members of the faculty. The returns will be discussed only as they apply to the Training School.

## GENERAL QUESTIONNAIRE OF THE FACULTY

A thoroughly frank and completely independent response is desired.

1. Make a complete but concise statement:
  - (a) of the function of your department.
  - (b) of its organization to accomplish that function.
2. What are the chief barriers to realizing your department's functions?
3. Make a complete but concise statement:
  - (a) of the function of each of your courses.
  - (b) of interrelations of your courses.
4. What are the chief barriers to realizing these functions?
5. List all the changes made in the last two years in either the organization of your department or school, or in the emphases within established activities of the department or school (including new courses framed, old courses abandoned or changed), stating in each case the reasons for the changes or abandonment and the method of accomplishing the changes (e. g. whether by co-operative effort or otherwise.)
6. List all the changes which in your opinion should be made in the organization of your department or school, and in the emphases within the established activities of your department or school.
7. To what extent do the activities of your department cooperate with the activities of other departments? To what extent should they be cooperative?
8. List what seem to you the most important problems of the College.

Since there are really three separate divisions of the Training Department of Colorado State Teachers College,—The State High School of Industrial Arts, The Elementary Training School, and the Rural Demonstration Schools,—it will be necessary to give the aims as formulated by the teachers in these various divisions.

### Functions of the County Schools

The printed statement of the functions of the county schools department is "The object of the courses offered here is to prepare county teachers for community leadership and to assist in the proper organization and management of the type of school found in the open country. However every effort consistent with existing conditions and lasting progress shall be made to point out the importance of reorganizing the county educational system upon a principle that shall lead to centralization. While the new conception of a new school is in progress of formation we must make the best of the present situation. Whatever may be the organization, equipment or skill in management, good teaching is the fundamental source from which the product of our schools can be judged. The rural teacher, especially, on account of limited time and a crowded curriculum should have a clear-cut knowledge of the material he teaches. It shall be one of the chief aims of the department to stress the importance of scholastic preparation, a professional training that relates the child closely to the teaching process and of making the county school of the future a dynamic force in the community." (3)

In answer to the questionnaire, the Director of County Schools says, "The function of the County School Department is to train teachers for County Schools so that the numerous characteristic difficulties of management, administration and teaching may be met effectively; to adapt the subject-matter to the experience of country children; to apply knowledge of the sociological conditions prevailing in country sides; to assist country folks to hold their own against artificial attractions of town and city by supplying factors for making country life adequately satisfying; and finally to enrich and increase the sources of good by conserving the life blood of the nation."

## Functions of the Industrial High School.

In the Year Book the statement is made that "The primary function of the High School Department is to train that group of teachers who expect to enter the field of secondary education." (4)

The Principal of the Secondary school has given the following functions:

1. After giving the functions as quoted from the Year Book above, the instructor continues: The way in which this purpose is realized is best expressed, perhaps, in a report submitted to the President last spring and approved by him. \* \* \*

The essential features of the report are incorporated in certain courses of study which are found in last year's catalogue (See page 62 and 63)

The Industrial High School acts also as a feeder for Teachers College. This is a secondary, though important function. Last year's catalogue contains names of ninety-four of our own high school graduates who were resident students of Teachers College during the three winter quarters. This number is considerably increased by non-resident and summer school students.

I believe that our High School Department meets the needs of the young people who expect to enter the profession of teaching more perfectly than any other high school in the state. The growth of the school is rather a convincing evidence of this fact. The enrollment in 1913-14 was 156; in 1916-17, 389. The latter number includes the summer school students but does not count any student twice. The enrollment for the winter term of 1917-18 is thus far 304. If the summer enrollment should be added the total passes substantially beyond the 400 mark.

Instead of defining the function of the secondary training school, the departmental teachers responded with reference to the field in which their teaching is done. Only three of the eight so much as mentioned the training of teachers as a function. In two of these cases, teacher training was mentioned last among the functions. This indicates that the training of teachers is not considered the most important function of the secondary school by the secondary teachers. These responses indicate that subject matter is an important factor in Industrial High School, that the pupil also plays an important part, and that student-practice-teaching is given a subordinate place. Neither a "professional" consciousness, nor a unified consciousness is in evidence in the responses. There is little in the above returns which would indicate that the teachers realize any distinction between the functions of a Teachers college and of a Liberal Arts college.

## Functions of the Elementary Training School

The printed statement of the function of the Elementary Training School is: "The training school has three functions in connection with college students (1) to test their ability to teach and place the final stamp of approval upon their college course, (2) to give them the best modern methods of teaching, and (3) to give to majors in the kindergarten, primary, and upper grades special training which is intended to fit them for special work and teaching in these departments." (5)

The functions, as presented by the members of the faculty of the elementary training school follow:

1. The function of the Training School is to train young people in the art of teaching. This should be at the heart of the institution. I take it that the ultimate aim of each department in this institution is to contribute something to the teaching power of those who go out from its portals.

While the Training School constitutes but one department out of many, all aiming at the same end, it holds the unique position of being most closely related to each department.

Some departments contribute content or subject matter in their courses. Other departments contribute methods and principles of teaching as well as content.

In the Training School content and children are brought together under the direction of certain methods and teaching principles that have been accepted by the best educational thinkers of the day. Here both content and teaching principles are judged by the reaction of children.

Here standards for judging classroom instruction should be worked out and applied.

This is the educational laboratory where young people learn, through practice, the art of teaching children how to study.

2. The function of the kindergarten is to train teachers in the principles and practices of the Kindergarten, to give primary teachers an understanding of the work of the Kindergarten, and to demonstrate the value of Kindergarten experience for children.

3. The function of the Primary teacher in a training school is to prepare primary teachers.

4. The function of the Training School is (1) the training of teachers, (2) the serving as laboratory for trying out new methods and theories, (3) the instruction of children.

5. The function of the Training School is (1) to train teachers, (2) to teach children, (3) to lead the community and state in new educational methods, (4) to provide a laboratory where educational experts may experiment.

6. The function of the Training School is (1) to build up and maintain an advanced twentieth century public school, modern in every respect and worthy of a great educational clinic, (2) to train teachers for the elementary schools of our country.

7. The function of a training school it appears should be that of a leader in advanced educational thought and practice; therefore, its purpose would be threefold: (1) An experimental school, (2) a model school, (3) and a practice school. It seems then that the chief function is to test theory or theories of the most modern thinking and the ability to teach with sustained effort and insight on the part of college students.

8. The business of a teachers' college, it seems to me, is to prepare teachers of high ideals, of wide knowledge of educational problems and progress, and of keen professional interest to teach with the greatest possible efficiency.

The function of a training school, I take it, is (1) to give practical training for such efficiency of service; (2) to raise the student's standards of what can be actually accomplished in the development of the child's mind and character in an up-to-date school; (3) to test the practicability of the best educational theory. An ideal training school is therefore three schools in one,—a practice school, a model school or school for observation, and an experimental school.

9. To train teachers for the elementary schools.

TABLE 1.

Summary of Functions of Training School as stated by Elementary School Faculty.

FUNCTIONS	Number of faculty	%
1. To train teachers	8	89
2. To serve as an educational laboratory	5	56
3. To serve as a "model school"	2	22
4. To lead county and state in educational methods; to maintain an advanced Twentieth Century public school	2	22
5. To instruct children	1	11

It will be noted that only one of the teachers mentions the function of a teachers' college. The eight other teachers may or may not have a clear conception of the function of the teachers' college of which they are a part.

There is evidence however, that these elementary training school teachers have a clearer and a more nearly unified conception of the function of their unit, than do the teachers in the Industrial High School. The fact that eight of the nine teachers mention as a function of the training school, "To train teachers"; and that in the case of all but two, this function was mentioned first, indicates that this is considered the chief aim. Five of the nine teachers are agreed that the training school should serve as a "laboratory" or "an experimental school." It is intended that it shall be a laboratory "for trying out new methods and theories," "where educational experts may experiment," "to test the practicability of the best educational theory." Nothing is said as to whether the school is to be a laboratory for the training teachers and the students in training only, or for all other members of the faculty as well. Suffice it to say a few research bulletins have been worked out through experimentation carried on in the training school. (6)

The County School Department is the one phase of teacher training in Colorado State Teachers College by which the student teacher is furnished actual public school experience, since these student-teachers do their practice teaching in rural schools. Student teachers in the Industrial High School and the elementary training school have no opportunity to practice under typical public school conditions unless these schools are furnishing this opportunity.

It seems that the authorities who determine the policies of the training facilities of Colorado State Teachers College (1917-18) are anxious that the organization and activities be changed so as to render this "practice teaching under typical public school conditions" possible to a much greater degree than is possible at present. One other point of emphasis as to function, also, is that these schools shall be schools for children.

President Crabbe in a communication to the principal and teachers of the elementary training school, says, "Its function is to produce the finest type of City Public School PLUS better teachers; a better curriculum which is to be definite but flexible; a better daily program, definite but flexible; most modern methods; modern equipment; highest ideals; immediate advice and expert council with College Professors; rational research work and sane experimentation that may be without injury to pupils.

"Ninety per cent of our graduates go out from the College to teach in Public Schools. Our business is to prepare them for this life work.

"This school for children is the foundation of all of the work of the Training School and must be supreme in organization, plans, policy, method, etc. The work of the children must never suffer because of the work in observation and student teaching." (7)

President Crabbe further suggests that it should be "A School of Observation and a School of Practice," which will be discussed under organization.

It would seem fitting before passing from the statement of the functions of Training School to sound a note of warning to administrators who would make these training schools "typical public schools" and "for the children."

Certainly one is justified in saying that any Training School within a Teachers College exists primarily for the Student Teachers. "The plea of the traditional Training School man that the first interest to secure in a Training School is that of the children is in the final analysis only an evasion of the very considerable difficulties of securing both sets of interests. The point of danger is, of course, that too much teaching of children may be given to inexperienced teachers. It is quite easy to exagger-

ate this danger, however; because taking the situation by and large (as we should) all the public schools are largely taught by **inexperienced teachers** and mainly by not very well-trained teachers, and always with far less supervision or opportunity to profit from mistakes than is the case in any well-regulated training school. If we are to stress the interests of children, it should be those of the larger group of children, namely, the public school children, in whose interest our school was created.

"The general type of school that should be established will necessarily be one not modelled upon the public schools. The reason for creating Teachers Colleges is to be found in the deficits of the public schools. The professional studies of (conscious) Teachers Colleges, are definitely directed to changing unsuccessful public school procedures." (8)

Then a Training School organized as a "typical public school," yet operated with the conscious purpose of changing "unsuccessful public school procedure" presents an anomaly. The fact must not be overlooked, however, that one does not prepare for a certain type of activity and then engage in activity of a totally different kind. This means that there must be some training of the teacher who is to go into the public school, for that public school experience. It means further that the teacher who is to "be able to cooperate with the spirit and in the technique of modern education" will probably need training outside the traditional public school.

Finally, then the function of a Teachers College is to insure "efficiency in what must be done" and "to guarantee to society that what most needs to be done shall not be omitted." The Training Department of a Teachers College exists primarily for the student teachers. It must, however, harmonize the interests of the student-teachers with the interests of the children to be taught in the public schools. Its faculty must be ever mindful of the functional relations of the Training School to the Teachers College. This may be brought about by wise, broad leadership in the College and in the Training School.

- (1) Year Book & Catalogue, Colorado State Teachers College, Bulletin, April, 1917—Page 31.
- (2) E. D. Randolph, Professor of Sociology, Chairman of General Survey Committee "Analytical Outline of the Essentials of Organization."
- (3) Year Book and Catalogue, Colorado State Teachers College—Bulletin April 1917.
- (4) Year Book 1917-18 Colorado State Teachers College Bulletin, April 1917.
- (5) Year Book and Catalogue, 1917-18 Colorado State Teachers College Bulletin, April 1917, P. 63
- (6) 1916—A Study in Addition—16 pages.  
1917—Errors in English—16 pages.  
The experimental work on two other studies—one in spelling and one in reading—had been made previous to the time of this survey.
- (7) The President's Final Opinion of the Training School and What a Great Training School Ought to Be.
- (8) E. D. Randolph—Analytical Outline of the Essentials of Organization. (Unpublished at this time).



### III. BARRIERS TO TRAINING SCHOOL EFFICIENCY.

What are the chief barriers to realizing your department's functions?

In answer to this question, faculty members other than those of the elementary Training School had little to say. Here are the only two references to the training department made by members of the faculty other than teachers in the Rural Department, the Industrial High School and the Elementary Training School.

"Student teachers are 'placed' in the training school with little reference to what courses they have taken in the College."

"Lack of appreciation of the administrative difficulties involved in dividing the work of a teacher between high school and college work."

#### Barriers to the County Schools Department.

The Director of the Department of County Schools gives the following "Barriers to Realizing Functions."

1. The uncertainty of securing and holding competent teachers for the demonstration schools.

There is no sufficient reason why these schools should not be placed approximately upon the same basis in point of salary, expert teaching and direction as the training school. The rural population of the state pays its proportionate share of the taxes in support of the College as compared with the cities and is entitled to the same consideration.

The maximum salary paid to Demonstration school teachers at present (1917-8) is \$810.00 per year, and the minimum is \$765.00. The maximum in the Training school is \$1800.00 per year. The maximum in cities is \$900 to \$1000 per year. The call from the cities is an attraction to our best Rural Demonstration teachers to leave their positions.

When the right teacher is found, she should be started with a minimum of \$1000.00 or \$1200.00 per year. The district of course would pay the major portion of the salary.

2. Under the present conditions the Director of County Schools has small opportunity to organize his work through the aid of County Superintendents and know the problems first hand as they arise in rural communities. Certain courses should be given more frequently during the year and the Director should be relieved when occasion demands it, from some of the instruction he is now giving so that he may answer the calls received from the field.

3. Teachers College is the only institution in the state that prepares teachers directly for work in the rural schools. Only 36 teachers can be so trained with our present facilities. Three thousand are needed in the state. The rural school problem can only be solved by giving teachers the specific training necessary to meet the conditions prevailing in the country.

4. The head of the department should be given such freedom and initiative as will enable him to carry out the details of a policy inaugurated with the end in view of holding him for results. (This statement and the next which is not quoted indicates that the Director thinks he has not been given initiative either in handling the department or in spending the budget.)

#### Barriers to Realizing Function of Industrial High School.

With the exception of the principal, the teachers in the Secondary Training School answered the question largely from the point of view of departmental teachers of English, the languages, history, etc., rather than as members of a training school. Of the twenty-eight barriers recorded by the members of the faculty of Industrial High School, thirteen or over forty-six per cent were strictly departmental, while thirteen others dealt with problems of inadequate teaching force, rooms and

equipment, which in turn may have been given with a view to the particular department, rather than teacher training, in many instances.

The principal says:

The chief barriers are lack of adequate teaching force (especially men), rooms and equipment.

a. Taking these defects up in the order given, I would say that during the past three years four men have been transferred from the high school to the college faculty. And there is not now, excepting only the principal, a single man left on the high school faculty. It is clearly apparent that this condition should not obtain. It is true, however, that a number of high school classes are taught by men who are in the college faculty and this in part supplies the need of strong masculine influence essential to the organization and development of an efficient high school. The addition of several thoroughly trained men to our faculty would greatly benefit the high school.

Turning now to the question of room. The high school department has at its disposal six recitation rooms, an office and a chapel. In only one of the rooms can a large class be accommodated without discomfort. If it were not for the fact that the high school students have the privilege of using the college laboratories, and the additional fact that when they are taught by the college faculty the recitation is usually held in college rooms, it would be utterly impossible to house the students at present in the high school. The high school has just the same room that it had when its enrollment was 100.

Now as to equipment, it is perhaps enough to say that only one room in the high school department is provided with comfortable chairs. The rest are furnished with folding chairs, (in the main). The situation which has been described under this heading, the faculty has endeavored to bear patiently, realizing that a better day was coming and that in a few years the question of room, equipment and teaching force would be more commensurate with the urgent needs of a growing school. We mention these merely in order that the committee may understand some of the difficulties under which the high school has labored.

Other barriers mentioned which have to do more or less with the preparation of teachers are:

1. Lack of practice teachers.
2. Lack of time for consultation with practice teachers.
3. Too much of the teacher's time is taken up with clerical work outside of this department, such as
  - (a) Making out and mailing the monthly grade cards for high school students.
  - (b) Checking daily chapel attendance.
  - (c) Chairman of the High School Y. W. C. A. Advisory Committee.
  - (d) Treasurer of High School Loan Fund.
  - (e) Faculty Advisor.
  - (f) Miscellaneous clerical and stenographic work for High School office.

TABLE II.

Barriers given by Industrial High School Teachers.

	No. of barriers % of total	
Strictly department barriers	13	47
Lack of Equipment	7	25
Lack of Adequate Teaching Force	3	11—
Lack of Sufficient Rooms	3	11—
Lack of Practice Teachers	1	3—
No time for Consultation with practice teachers	1	3+
Total number of barriers	28	100

### Barriers to Realizing Functions of Elementary Training School.

In analyzing the responses of the faculty to "the chief barriers," as was the case with regard to "the functions of departments," one finds that the teachers in the elementary training school took a much more professional attitude than did the teachers of the Industrial High School. The former group seems to realize more clearly that the task is one of training teachers.

In order to show the nature of the responses of the training school teachers to the question of "chief barriers," there are quoted below the responses from the Director and two of the teachers.

1. Lack of scientific organization of the Training School as a whole and little if any unification of effort. Lack of room and equipment for taking care of the present number of student teachers.

2. The chief barriers to realizing the department's function are:

a. The conditions under which we are working.

b. Too many student teachers.

c. The lack of a well-developed system of work.

d. Lack of a systematic plan of college and training school courses preceding the course in teaching.

e. Lack of a definite and fully developed course of study for the pupils in the grades.

f. A poorly arranged building for a Training School.

3. The chief barriers to the accomplishments of these functions is the magnitude of the work to be done by a small force. Contributing factors are lack of room and proper equipment.

Those in authority are cognizant of these conditions and I understand that plans are now being made to change them.

As things are, the work attendant upon realizing any one of these functions would be sufficient to engage the time and energy of a larger force than ours. Model teaching demands broad knowledge of subject matter, of educational principles, of up-to-date methods, and of the needs of pupils, demands which have provided sufficient work for a large corps of teachers in Horace Mann and the Brooklyn Training School. Supervision with its attendant conferences is sufficient to occupy the time of one person,—even if we fall far short of spending the two hours of thought Dr. McMurry feels is required before we offer criticism of a lesson. Time will forbid that much opportunity be given for developing the third or experimental phase of our function, if we are to develop the Training School into a typical public school as we understand is now to be the object of our work.

The decision to make the Training School a typical public school in so far as possible removes a barrier which I have felt very keenly this year, namely, a lack of unity in the work because of the uncertainty in my mind as to the character of the work which would be approved. This lack of unity is apparent in other ways which the Director of the Training School is attempting to adjust gradually. We waste time for the student-teachers and ourselves, for instance, because we use different plan forms in different grades. There is a lack of close organization in our course of study and work begun in one grade is not carried on in the next oftentimes. Palmer method in writing, for example is given in the College, taught in one grade, and dropped in the next at the will of the training-teacher. This condition is true to some extent, at least, in more important subjects in the curriculum, notably literature, composition, and grammar. In this subject not only do methods of work differ, but ideas regarding the purpose, the immediate ends to be obtained, etc., will be found to be at variance.

Such changes as are necessary to better such conditions will of course take time and the co-operation of both Training School and College Departments.

It is too early for me to say what part the new program and changes

in methods of training the students for teaching will play in realizing these functions; but there are certain barriers to its successful fulfillment under present conditions which may be eliminated by an increased force and by closer co-operation between the Training School and College Departments, as I understand it to be the case.

The advantages of wider observation of the presentation of work and of actual teaching experience in various subjects has been mentioned and I trust I shall not be understood as being in opposition to the plan because I mention some points which appear to be disadvantageous under present conditions.

a. The plan calls for more work in a grade than can be done by one training teacher successfully. Long hours are necessitated when a teacher is asked to teach half of the time, supervise every recitation by a student teacher, write up criticisms of any worth, look over plans and hold conferences each day.

(b) Only a small number of students can be supervised under this plan as a supervisor can handle only two teachers during a fifty minute period and even then the one supervising the children's study must go unsupervised.

(c) The grades having twenty-five minute periods for recitation must require more than one college period of student's time if the training teacher is observed regularly. The student being required to teach twenty-five minutes, supervise twenty-five minutes, will of necessity have her observation and conference hours fall outside of one period.

(d) The presence of the training teacher throughout each lesson given by the student-teacher takes the responsibility of the disciplining from the student-teacher. In my experience, one of the difficult things to accomplish in training work is to secure a sense of responsibility for the conduct and progress of the class on the part of the student-teacher. The question arises in my mind as to whether this constant supervision will not increase this difficulty and will not cause a lack of initiative on the part of the student-teacher. Is it possible to eliminate altogether the trial and error method? Does not failure to get expected results sometimes arouse the ingenuity of the individual and cause quick thinking and consequent growth in a really competent girl? This I know is a dangerous policy or argument, unless it be limited, but, on the other hand, when shall the student-teacher begin to walk alone? I suppose this must be answered by the judgment of the training-teacher as is indicated by Mr. Hotchkiss's "Directions to Critic Teachers"; but can it be understood that when a teacher is thus left alone for a period that the training-teacher is not considered guilty of a misdemeanor by members of the College Faculty?

(e) The "sliding-program" does not consider the question of fatigue as related to the presentation of school subjects. Is this a matter worthy of note? Are we justified in giving any subject at any time on the program?

(f) It has been impossible for me to arrange to teach stated days for the student-teachers without violating what seemed to me to be the best interests of the work. If, for example, I decide to teach on Tuesday and Thursday each week, I often find that it would be of greater advantage to the teacher and the progress of the work that I should teach at another time as the work for Monday may need to be continued by drill exercises or in some other form, and may be done just as well by the practice-teacher while the new work for Wednesday may present difficulties which a larger experience may be able to meet more successfully. The plan of having certain classes taught throughout the term by the training-teacher cannot be used in my room as it would leave few periods for practice-work, and require more than one period of the student's

time. I feel that it would be unwise to drop our "special work" in order that more practice periods may be provided, as that would be too much of a sacrifice of the pupil's interests for the sake of a program.

(g) The unity of the work in any subject must be preserved if the children are to suffer no loss in this kaleidoscopic succession of changes. Here, I perceive the danger of being forced to return to text book work and methods unless very detailed, topically-arranged courses of study are ready to place in the hands of student-teachers. Changing subjects every two or three weeks, a training-teacher finds it impossible to acquaint those in her charge with the necessary methods of work, subject matter and its immediate problems for the day, and anything like an adequate conception of the work as a whole,—its foundation and its goal. We are very materially improving the character of the work by an insistence upon activity of the pupils; may we not have mental activity without physical demonstration of the fact? We certainly do not wish to lose the thought that the emotional and spiritual nature is to be trained. Is there no time in school for a child to listen? No time to reach out toward the things beyond his own powers of accomplishment?

What is the place of the cultivation of appreciation in this scheme of "sliding program," and this strong emphasis upon "pupil activity"? Shall one keep always the daily bread of one's own handmaking, nor pause to smell the hyacinths beyond his reach?

TABLE III.

Summary of Barriers as Given by Elementary Training School Teachers.  
(Total Number of Teachers 9)

Barriers	No. of Teachers
1. Too heavy load	6
2. Inadequate rooms and equipment	4
3. Too many student teachers	3
4. Indefinite and conflicting instructions	2
5. No time for study	2
6. Lack of organization	2
7. No coordination of College study and teaching	2
8. No course of study	1
9. Lack of recognition of function	1
10. Two years time inadequate	1
11. Over-emphasis on measurable results	1
12. Inadequate recognition of the peculiar conditions existing	1

There are real barriers to the development of the Department of County Schools. There has been great difficulty in securing the services of competent teachers in the demonstration schools and in retaining them for any considerable length of time. As the director suggests, probably an increase in salary might help to relieve this situation. It would seem that the College could well afford to develop this department to a much larger degree than it is being developed at the present time. More than 36 teachers should have preparation for the rural schools of Colorado each year, when 3000 are needed. Of course, a much larger number (245) than 36 is receiving some instruction along rural lines in the institution. But in order to be of greatest service, there should be at least one assistant, so that the director could get out over the state and meet the demands in the field more directly than is possible at present.

The policy of promoting—if such it may be called—teachers from the high school into college work, is detrimental to the high school faculty. Ordinarily there should be some difference in training and experience of the two classes, and persons especially valuable as high school instructors should not be changed to the College, and it goes with-

out saying that teachers in the high school who are not satisfactory should not be promoted to college positions. In fact the change from the high school to the college should not be considered a promotion, necessarily, but such will be the case so long as present conditions—poorer salaries, and much less preparation for high school instructors (see next chapter)—exist.

Without doubt, both the high school and the elementary training school are seriously handicapped because of lack of room and equipment. This is particularly true with regard to the high school. Six recitation rooms, an office and a small assembly room are indeed close quarters for 341 live high school youngsters. The elementary school with thirteen rooms, offices, and a good assembly room on the first and second floors, with play rooms and storage rooms, lockers, etc., in the basement, is furnished with much better facilities for its 347 pupils. Although more room is needed and the arrangement is not the most satisfactory for training facilities, many teacher training institutions do not have nearly such satisfactory conditions. When the west wing of the training school building is completed, both the high school and training school will be housed in this one building comfortably. This arrangement will be much more satisfactory for both the high school and the college as at present the high school is housed in the Administration building, where the offices are located and many College recitations take place.

Many of the barriers mentioned by the Elementary training teachers will be discussed in detail in following pages in connection with organization, administration, and supervision of teacher training. Furthermore the last teacher quoted on "Barriers" had much to say on organization which the reader will do well to keep in mind in connection with the following chapter.

#### IV. ORGANIZATION.

The function of any institution should determine, largely, its equipment and its organization. The function of the Training School, then, if this function is conscious to those in charge, should be the determining factor in its equipment and organization. Naturally the amount of money available for teacher-training facilities, must be taken into consideration; but on the other hand, the money available will be determined largely by the function of the training school as realized by the administration.

Even though administrators may realize the proper function of the training school and have unlimited resources, it is seldom possible to secure the ideal organization advocated by leading authorities today. This organization calls for the use of local public schools.

Wilson says "The most satisfactory arrangement for training-school purposes is probably (1) a school on the Normal school grounds and completely under the control of the Normal school where demonstration teaching, observation, preliminary participation and first practice teaching may be done, together with such educational experimentation as can be combined with these activities; this (2) supplemented by training facilities in public schools. Either one without the other is unsatisfactory. In schools making no use of public schools for training purposes, student-teachers are inadequately prepared to meet the school room conditions of the public schools which are not duplicated in the practice school organized primarily for purposes of practice teaching." (1)

In small towns, some arrangement, whereby all the local public schools may be available for training-school purposes under the direct control of the training department of the Normal school is probably most satisfactory. This arrangement is followed in several places. (2) In some cases the schools are maintained jointly by the Normal School and the local community. (3) The Director of the training school (4) or the professor of education (5) may be made city superintendent of the schools.

"In larger towns and cities, the training school may well be a ward or district school of the public school system." (6)

It is interesting to note that "Of seventy five schools for which facts could be ascertained, forty-two have practice schools established and operated wholly under Normal School authority; nine use only city or village schools for observation and practice; twenty-four have practice or model schools under the control of the Normal School and also use public schools under cooperative management of Normal School and local authorities. In six of these twenty-four cases, the school wholly controlled by the Normal School is used as a school for observation and for demonstrational teaching with but little student teaching." (7)

Although most authorities agree that the use of at least a part of the local public school system for teacher training is mutually advantageous to the public schools and the teacher-training institution involved, it is evident from the statement above, that such arrangement is by no means common. Sometimes it is impossible to come to any agreement and often if it is not possible to make a satisfactory arrangement with public school officials for the use of the schools for teacher training. These officers fail to realize "that student teachers—will have had, before doing any teaching in the public schools, more preparation and experience than have eight out of ten of the persons who now enter the teaching profession each year"; "that the normal school will supplement local funds available for teachers' salaries" and thus secure "more expert teachers than the community could hope otherwise to afford";

"that the work of the schools will be supervised with a care which the community alone could not provide for." (8)

Sometimes, too, the administrators in Teachers Colleges do not appreciate the importance of making some arrangement with the public schools, and consequently after failing to win the support of the community at first, do not make the attempt again.

Colorado State Teachers College, so far as can be learned, has never made an attempt to secure permission to use the public schools for teacher training. For years, the training school afforded opportunity for practice teaching to the comparatively small number of teachers demanding such training. Consequently, all training, including observation, except that in preparation for the rural schools, has been secured in the Elementary training school and the Industrial High School, both wholly under the control of the College.

There are in the college, then, really three departments for teacher training, the Industrial High School enrolling 341 students, the Elementary Training School with an enrollment of 347, and the Rural Demonstration Schools with 204 pupils. Each of these (1917-18) are under separate principals, known as Principal of the High School, Principal or Director of the Elementary School and Director of County Schools. If there is any correlation of activities of these Departments, it is not planned in the organization. It may be further stated in this general statement of organization that of the above principals and directors, only the Director of County Schools is listed as a member of the Department of Education and giving courses in that department. During the Summer Quarter, the Director of the Elementary School has given a course in the Department of Education, but a majority of the courses have been given under the head "Training School." (8)

### The Rural Schools Department

The Director of County Schools Administration has given the following outline of the organization of the Department of County Schools:

#### A. Rural Demonstration Schools.

1. Four one-teacher country schools near the College are being used very successfully for training teachers for rural and village schools.

2. There is a teacher's cottage for each school, built upon the grounds and furnished by the school district at a total cost of approximately \$1,200.

3. The student-helper spends four weeks in these schools, lives with the regular teacher, and shares the expense of living. The cost to her is \$16 per month. Four hours' credit is given for this work—a total of 120 hours' work.

4. All students in their senior year who anticipate teaching in the country are required to take their first term of practice in the Training School and the second term in the Demonstration School. A student who desires to specialize in rural education may elect a second term in the Demonstration School.

5. These schools have been in operation during the past year and a half and have provided, each year, training for 36 prospective teachers in their senior year. The student-helper is to act as an assistant or helper to the regular teacher and to assume such regular duties of a teacher as her capabilities warrant.

6. The school board, employing a regular teacher for a demonstration school in cooperation with the College, pays a minimum salary of \$70 per month, for nine months. At this time none of the schools pay less than \$75 per month.

7. The Teachers College supplements this salary of \$70 per month with a minimum of \$10 per month for nine months in the



year, according to the necessities of the individual case. One teacher is now receiving \$15 per month from the College.

8. The Teachers College is granted in view of its supplementing the teacher's salary, the privilege of using these country schools for observation purposes and the training of teachers for the country schools of the state.

9. Supervision—The Demonstration Schools are under the direction of the regular teacher, the school board, the county superintendent of schools, and the Department of County Schools. The director of the County Schools Department assumes direct and active supervision.

10. The Departments of Agriculture, Manual Training, Music, and Domestic Science are giving weekly lessons in their respective lines in these schools in order to vitalize and motivate the usual subjects taught.

11. Student teachers are rated at the end of four weeks' training in the Demonstration Schools by the regular teacher and the Director of County Schools, upon the following general points, each having from six to eight specific ratings:

- |   |            |
|---|------------|
| a. Physical and Native Efficiency ..... | 130 units. |
| b. Measure of Instruction .....         | 130 units. |
| c. Preparatory Efficiency .....         | 130 units. |
| d. Acquired Efficiency .....            | 110 units. |

The rating system tends to intensify effort and encourage a definiteness of purpose and aim which should characterize the work of the rural teacher especially.

B. Colorado Rural Club:

1. Function—

a. To further the interests of present and prospective teachers in third class districts of Colorado.

b. To develop a leadership that will function in the lives of children and parents of rural communities,

c. To so direct the club activities that its members will be capable of initiating rural social progress and education through the school,—to the end that country life may be made adequately satisfying.

d. To keep alive the interest necessary to solve a most difficult problem in a comparatively new and untried field.

C. County School Exchange:

1. Function—

a. To disseminate the activities of the department as a new field of endeavor.

b. To publish short articles of interest to rural teachers which are pertinent to this line of work.

c. To learn through correspondence with county superintendents about the best work that is being done by rural teachers in the various counties and to receive the written account of this work for publication.

D. Course of Study.

1. Description—

- |  |        |
|--|--------|
| a. Rural Seminar (Rural School Problems)       | 2 hrs. |
| b. County School Methods                       | 2 hrs. |
| c. Administration of Rural and Village Schools | 3 hrs. |
| d. Rural Education                             | 3 hrs. |
| e. Rural Sociology                             | 3 hrs. |
| f. Rural School Curriculum and the Community   | 3 hrs. |
| g. Observation (1) in West Side School         | 4 hrs. |
| h. Teaching in Rural Demonstration Schools     | 4 hrs. |
| i. Observation (2) in Demonstration Schools    | 1 hr.  |
| j. Public School Subjects                      |        |

## E. Faculty:

### 1. Director of County schools—

a. Teaches the subjects indicated under Course of Study—  
Enrolled last year, 245.

b. Miss Salberg, Ashton School	38 pupils
c. Mrs. Hunt, Hazelton School	48 pupils
d. Miss Riley, Bracewell School	62 pupils
e. Mrs. Reynolds, New Liberty School	56 pupils

## Industrial High School

The organization of the Industrial High School is given in the State High School of Industrial Arts bulletin in the following words:

"The State High School of Industrial Arts is organized on the departmental plan.

"Classes are grouped in such a way that intellectual progress is not broken when a given subject is finished, but the student is able to take up another subject in the same department which simply gives another phase of the theme contained in the course which has been completed. A student is thus able to study English for four years, and realize at the end of that time that every course taken has contributed something to the great central purpose of giving the individual a mastery of the English language and literature."

Following this there are four other paragraphs on the "Department of History," "the tremendous scientific awakening," etc., one of which follows:

"The great pedagogical principle of unity, which is illustrated in the paragraphs preceding this one, is just as important in mathematics, the languages, and vocational subjects as in English and history and science."

"There are ten distinct courses of study (curricula) included in the curriculum (program of studies) of the State School of Industrial Arts. They are as follows:

1. Teachers' Course.
2. Practical Arts Courses.
  - (a) Commercial Course.
  - (b) Course in Home Economics.
  - (c) Manual Training Course.
  - (d) Course in Agriculture.
3. Ungraded School for Adults.
4. School of Reviews.
5. Extension Course.
6. College Preparatory Course.
7. Short Course.

"In order that those who are interested may know the purpose and content of each, a brief description of these courses of study is included in this bulletin.

"1. Teachers' Course.—The function of Colorado State Teachers College is to train teachers. Its mission is to train teachers for every type of school—the district school, the city school, and the high school. Its duty is to help all who desire to teach.

"———Today a boy or girl can come directly from the eighth grade to the Colorado Teachers College and enter the Teaching Department of the State High School of Industrial Arts. This is a course established especially for those who are planning to become teachers."

"———Students need the larger vision and the deeper insight into the principles of teaching which a more thorough study of pedagogy, psychology, sociology and biology will give them. Graduates are therefore urged to remain and complete the two-year college course, thus securing both the more thorough preparation and a Colorado life diploma." (9)

The other "Courses" mentioned above are described in a similar man-

ner to that of the Teachers' Course. From all this one secures little on the organization of the school.

Under the heading "Faculty" the following statement is made:

"The State High School of Industrial Arts is organized in accordance with the Departmental plan. At the head of each department is a man or woman who has been selected because of special fitness for the work of that department. The fact that substantial salaries are paid enables the Trustees of the College to select individuals who have had unusual training, and whose success has been demonstrated in other fields. The aim of those whose duty it is to select members of the faculty is to secure as departmental heads men and women whose scholarship, ideals, and devotion to duty, will make for the highest degree of excellence in the school." (10)

A number of high school subjects—Advanced Algebra, Trigonometry, Physiography, Biology, Agriculture, Physics, Music, Printing, Mechanical Drawing, Manual Training, Sewing, Cooking, and Art—are taught by members of the college faculty.

One must conclude from this discussion of the organization of the High School that the "secondary" function, namely, "The Industrial High School acts as a feeder for Teachers College" rather than the "primary" function "to train that group of teachers who expect to enter the field of secondary education" is most emphasized at present.

### The Elementary Training School .

The principal of the Elementary Training School describes the organization in the following way:

"The organization consists of:

1. A typical elementary school system composed of one elementary school unit, including kindergarten and the eight secondary grades.
2. Nine training teachers.
3. The heads of the College departments.
4. Director of the Training School.
5. President of the College."

There is also a student assistant for each training teacher. This assistant is usually an older, more experienced student, or one who has shown some special ability in teaching in the grade in which she is assistant. These assistants spend two hours a day in their respective rooms.

The following responses from other members of the Elementary Training School faculty on the "organization" give additional information thus:

"In most of the grades the pupils are divided into two sections, the one reciting while the other studies. This is done in order to (1) give the critic teacher an opportunity to do part of the teaching while the student teacher observes this teaching, (2) give the critic teacher an opportunity to give close supervision while the student teacher is teaching."

"The work in each room in its ideal arrangement aims to give each student practice teaching every day; observation every day; criticism of their teaching, and conference on plans every day. This program further aims to enlarge the teaching experience by changing the subject taught by each teacher from four to five times during a Quarter; such a "sliding program," as it is called, giving a student an opportunity for observation of the most important school subjects and some ideas regarding the presentation of the same."

Since a large majority of the teachers trained in this institution receive their student-teaching in the Elementary Training School, a more detailed discussion of this school will be undertaken. For convenience

the topics mentioned above by the principal of the Elementary School will be discussed, but in reversed order, i. e.

- (1) The President of the College.
- (2) The Director of the Training School.
- (3) The heads of the College departments.
- (4) The nine training teachers.
- (5) The school itself—"a typical elementary school."

#### A. The President of the College.

The President of the College should be especially interested in the Training School when he considers it "the very heart of the institution." President Crabbe has taken a keen interest in the organization and policies of the teacher training agencies in Colorado State Teachers College. He has made an effort to impress his faculty with the idea that the training school is the "heart of the institution" and that "without it there can be no real satisfactory training of teachers." In a number of faculty meetings the proper place of the training school in the college has been discussed.

The following communication on "What a Great Training School Ought To Be" gives the President's idea of an ideal organization for a "great training school."

### A SUGGESTED ORGANIZATION FOR A TRAINING SCHOOL

a. A school for children, covering all grades from Kindergarten to and including high school. Its function is to produce the finest type of City Public School

#### PLUS

better teachers; a better curriculum which is to be definite but flexible; a better daily program, definite but flexible; most modern methods; modern equipment; highest ideals; immediate advice and expert counsel with College Professors; rational research work and sane experimentation that may be without injury to pupils.

Ninety per cent of our graduates go out from the College to teach in Public Schools. Our Business is to prepare them for this life work.

This school for children is the foundation of all of the work of the Training School and must be supreme in organization, plans, policy, method, etc. The other departments of the Training School must be subordinate to this department. The work of the children must never suffer because of the work in observation and student-teaching. This does not mean that the work in observation and student-teaching needs to be inferior. Rather, if the regular work with the children be superior, the work of the other departments of the school will be superior.

#### b. A School of Observation.

1. A term of observation of expert teaching done by the regular training teacher should be required of all students during their first year in College.

2. Two more terms of observation of expert teaching done by the regular training teacher should be required in the second year of the College, in connection with the students' practice teaching.

#### c. A School of Practice.

1. Certain professional (education) subjects should be demanded as a prerequisite to student-teaching.

2. A Methods Course to be selected by student and Director of the Training School should be required of all student-teachers.

3. Two terms of student-teaching should be required in the second year of the College.

#### Remarks

a. A definite yet flexible daily program for each grade must be followed, particularly noting educational values. A sliding pro-

gram is desirable in order to accommodate students in classes of observation.

b. A definite yet flexible daily program of observation and student-teaching for each student-teacher must be followed.

c. In general, about 50 per cent of all teaching should be done by the regular training teacher for two special reasons:

1. To give observers an opportunity to see only expert teaching.

2. To keep the children's regular work up to standard.

d. Only a limited number of student-teachers can be accommodated in each grade. This number is largely fixed by the school program as noted in (a) above and the remark noted in (c) above.

e. Student-teachers should teach more than a single subject—preferably three or four subjects; these subjects should be enlarged to cover the entire curriculum when feasible and practicable.

### B. The Director of the Training School.

In this same communication the President says, "The Director of the Training School should be the biggest man among the members of the Faculty in scholarly attainments, experience, tact, and character."

The importance of adequate preparation and of a long tenure of office for the Director of the Training School can hardly be overemphasized. Judd and Parker have emphasized qualifications and tenure of office in the following words: "The director of the training school is the most important officer in the normal school excepting the president. He should be thoroughly informed concerning all phases of elementary school work—that is, he should be able to make a good detailed course of study for all subjects in all grades and should have a good critical judgment in the choice of methods. He should have broad training in education and be qualified to teach most of the courses in the department of education. He should have unusual administrative ability, including both force and tact, in order that he might ably assist the president in securing efficient cooperation by all members of the faculty in training prospective teachers for the real concrete detailed tasks which they will undertake when they begin to teach.

"If he is such a competent person as here described, he should be given full charge of the training school and of the department of education (including psychology), subject only to the supervision of the president. In view of the importance of his position, if he is thoroughly competent every effort should be made to keep him for many years of service.

"Hence his salary may justly be 50 per cent larger than that of any other instructor in the faculty, since the loss of a competent departmental teacher is not one-tenth as serious in the continuous efficient conduct of the training of teachers in the normal school as the loss of a competent director of the training school." (11)

During the present administration an effort has been made to secure the services of such an expert as is described above for the position of Training School Director. The salary of the Director of the Training School is as large as that of any other member of the faculty (1917-18) and is equalled only by the salaries of two deans. The difficulty in this institution is that the qualifications for this office are so high and the available funds so limited that it is a difficult task to retain for any considerable length of time the men secured. Consequently, the directors have had difficulty in securing the wholehearted support of the training school faculty; and it has been a much greater problem to secure the hearty cooperation of other members of the faculty.

### C. Heads of Departments and Faculty Cooperation.

To what extent do the activities of your department cooperate with the activities of other departments? To what extent should they be co-operative?

Authorities on teacher training have said that "normal school teachers may properly be expected to participate in some very active way in the work of the training department," (12) and that there is great need for close cooperation of "all the work of the normal school with the training school." (13) Still one finds in these same writings, "many difficulties in the way," "each individual supervisor is essentially a law unto himself," "the general lack of cooperation," etc. Only three of the forty-six officers from whom Wilson had replies, seemed to think the problem of cooperation had been satisfactorily solved in their institutions and these three were probably fooling themselves.

There are doubtless numerous good reasons why the Training School should be made the "pivot" of a teacher training institution; but there are also some causes for the lack of such an attitude on the part of members of the regular faculty. The unequal pay of the training school faculty and that of the regular normal school is naturally a deep gulf to cooperation. Often the experience and lack of training on the part of the faculty of the training school and the training and lack of experience perhaps on the part of the regular faculty, causes further friction. Sometimes the practitioner finds that theories are being taught which do not harmonize with her beliefs; and often those teaching the theories have no confidence in the theories and practices of the training teachers.

Certainly the blame for lack of cooperation cannot be easily placed on one or on a few individuals; but surely a large part of the blame can be placed upon the individuals who have to do with the organization of the training school. One ordinarily visits a home after the host or hostess has visited him; persons call on others after they have been called upon or invited to call. It seems that, so long as the organization remains as it is at present, the first step toward cooperation should come by call or invitation from the training school faculty. The organization, probably should be changed, however.

"The desired interlinking of all normal school departments with the training school is certainly not to be realized by turning over the practice teaching to the control either of the general normal school faculty or of a committee representing the various academic departments. The supervisory staff, (however), should include many, if not most, of the members of the so-called academic departments, and the entire group (which includes the director of the Training School, an expert administrator, and a body of 'carefully selected and specifically trained critics') should form what might be termed a training-school 'cabinet.' This body should legislate upon all matters concerning the organization of the training school curriculum and questions of educational policy; the superintendent or director, as the officer in whom administrative responsibility is lodged, should have authority to make decisions upon all matters of administration, with the provision that any member of the cabinet may appeal from his decisions to a higher administrative authority.

"—The chief difficulty in carrying out this plan under present conditions is serious but not insurmountable. It would require that appointments to all important positions in academic departments be limited to persons who are qualified by personality, experience, and training to participate in the responsibilities that it is proposed to delegate to the members of the practice school cabinet. It would mean in other words, that there would be but a very subordinate place in the normal school organization, or none at all, for the teacher who is merely a specialist in subject matter.

"Needless to say the relationship between the department of education and the training department should be particularly close and intimate, and to this end it is advisable, we believe, to combine the headship of the department of education and the directorship of the training department in one and the same person. The other members of the staff in education should also have definite responsibilities in the administration and supervision of the training school to the end that every class in educational theory may be in charge of a teacher who is in daily touch with the actual problems of teaching and management in an elementary or a secondary school." (14)

Some authors advocate that members of the normal school faculty should "teach children daily for at least a good part of each year," and that "members of the training school staff should take part in the teaching of normal school classes." (15)

Wilson (16) had returns from forty-three schools in twenty-six different states on types of cooperation between Normal departments and training departments. Here is a summary of these types in the forty-three schools:

	Schools so reporting
1. Training School staff part of general normal school faculty for all purposes	23
2. Training school supervisors, but not room teachers, part of normal school faculty for all purposes	5
3. Entire training school staff part of normal school faculty only for consideration of matters of training school policy	3
4. Head of training department gives courses in department of education	35
5. Principal of training school (a separate person from director of training) teaches classes in normal school	4
6. Normal school teachers supervise practice	8
7. Normal school teachers determine methods to be used in various subjects in training school	2
8. Normal school teachers act as advisors to training school staff in some definite way	4
9. Normal school teachers make course of study for training school, in whole or in part	7
10. Normal school teachers teach demonstration lessons	6
11. Normal school teachers of drawing, manual arts, domestic science and art, and physical education teach their subjects in training school also	19
12. Normal school teachers of other than special subjects mentioned above give instruction in training school	7
13. Critic teachers give courses in normal school during regular terms	15
14. Critic teachers give courses in normal school in summer session	6
15. Standard tests are given in training school by members of normal school faculty	5
16. Normal school teachers and critic teachers give joint courses in observation	11
17. Teachers in normal school and training school visit one another's classes systematically	3
18. Normal school instructors hold conferences with training school staff upon invitation	2

There is a vast difference of opinion among educators as to what extent the above types of cooperation should or might be carried out. One believes that teachers in normal departments should teach children "daily for all or at least for a good part of each year" and that "Heads of departments should be supervisors in fact of their subjects in the

training school" while another says "this was found impossible and it was urged that special competent critic teachers be employed for supervision and criticism." In Platteville, Wisconsin, regular teachers of arithmetic, geography, English and history in the Normal School known as, "Consulting Supervisors," are assigned one hour a day to the training school. These special supervisors visit classes, talk and confer with student teachers, conduct model lessons and the like. (17)

Although one finds in Colorado State Teachers College the types of cooperation as represented in numbers 1, 4, 5, 6, 7, 9, 11, 13, 14, 15, 18, above, still there is much to be done along this line. In fact as has been shown elsewhere, "inter-departmental cooperation is mainly incidental or accidental." (18)

Four College departments mention cooperative relations with the training schools. One department mentions observation of Training School work as a privilege granted by the Training School. Three other College departments mention their willingness to cooperate with the training schools,—in terms, however, that suggest doubt of welcome, should they proffer their services. One department describes past cooperation which the "new organization of practice teaching renders impossible," but looks toward giving aid in making courses of study for the Elementary School. One remarks regretfully that there are no relations with the Training School except in way of making suggestions on the course of study.

Even less was said by Training School teachers than by members of the College faculty concerning cooperation. Only one of the teachers in the secondary school seems to appreciate the possible inter-relations of her department and other departments. This appreciation, too, seems to have come quite suddenly, probably after receiving the questionnaire. In an "N. B." this teacher says, "I wish to state very humbly that I realize the efficacy of more earnest cooperation which can come only through a clear vision, on my part, of the aims and methods of other departments."

The Elementary School teachers have less to report on this topic than on any other. It seems probable that theirs is too full, crowded, and hurried an existence to make it possible for them to seek cooperation. In replying, one teacher mentions three members of the faculty by name who "show great interest in" and gave "unlimited time and energy" to some special enterprise of that grade. Three other departments were mentioned as having "rendered valuable assistance."

The Director of the Training School has shown by the following communication that he desires the cooperation of other members of the faculty. Furthermore he called three meetings to which certain members of the faculty were invited to meet with him and his teachers to discuss problems especially vital to the Training School. The effort was discontinued after the first three meetings because it was found impossible to agree on certain fundamental principles.

The following letter shows the attempt made by the Director to secure cooperation:

## THE RELATION OF TRAINING SCHOOL AND COLLEGE

### Preliminary Suggestions by Director of Training School.

We desire to provide for the closest possible cooperation between the various departments of the College and the Training School. This can best be done through one common clearing house and the logical person to assume this responsibility is the Director of the Training School. With this end in view I feel that it is my place to take the initiative in asking for a conference with the heads of the various departments of the Institution.

In my judgment there is urgent need for a reorganization of the curriculum for the Training School and I am certain that the heads of the departments



can render valuable assistance in making courses of study in the various subjects, which will meet the aims of the Training School.

Since class room instruction and the curriculum aim at the same result, the same standards used for judging the one should be used for judging the other. This calls for the very closest cooperation between the Training School and the heads of the various departments in the making of a new curriculum.

In taking up this problem I suggest the following order of procedure:

1. The Director of the Training School to take the initiative in calling on Heads of Departments for assistance.

2. The Director of the Training School to give to Heads of Departments a clear conception of standards to be observed in class room instruction in the Training School as a guide for the making of the curriculum. The curriculum to be the joint efforts of the Head of the Training School and Heads of Departments.

3. The Director of the Training School to assume the responsibility of organizing and supervising the teaching force in the Training School so as to put into operation the curriculum.

4. The Director of the Training School to keep heads of Departments informed from time to time as to the progress of their respective subjects.

5. While the Director of the Training School and the Heads of Departments may call upon their respective subordinates for their judgment and assistance, the final and ultimate responsibility shall rest jointly with the Head of the Training School and the Heads of the Departments.

We also desire that the Training School be used by the various departments of the college as an Educational Laboratory provided the best interests of the children and student teachers be observed. To this end we invite any department of the institution which wishes to make an experimental study of an educational problem, to present to the Director of the Training School a definite statement of the proposed problem with plans for carrying the work forward.

In any organization where so many different departments are represented, there is danger that no one will assume the responsibility for unifying the work as a whole. I believe this is one of the most important duties of the Director of the Training School. In order to do this most effectively he should have a hand in the making of the curriculum as well as in supervising the class room instruction where the subject matter of the course of study is presented to the children.

Approved by the President.

Even though most of the inter-departmental cooperation is "mainly incidental or accidental," and though comparatively little was said concerning cooperation between the Training School and other college departments, the fact remains that eleven of the eighteen types of cooperation given by Wilson are found in Colorado State Teachers College.

1. The entire Training School staff has always been a part of the general normal school faculty for all purposes. Training school teachers are given as much consideration as any members of the faculty in discussion or voting. (19)

4. Although, as has been indicated before, there is no Head of teacher training but three principals or directors, each of these have been scheduled for some course or courses in the department of education.

5. Training Teachers have always given courses in the College. Many of these have been scheduled under separate departments of the Elementary Training School, High School, and County Schools. Here are the courses offered for the year 1917-18.

- A. Appearing in the Year Book under the caption "Industrial High School."

### Courses Primarily Senior College

103. Student Teaching in the High School—Required of students preparing to be high school teachers. Four hours. Every Quarter.

105. Principles of High School Teaching. Four hours.
107. Advanced Course in High School Student Teaching. Four hrs.
109. High School Supervision. Hours to be arranged.

## B. The Elementary Training School

### Courses Primarily Junior College.

1. Observation and Methods. Required of all Junior College students. Four hours.
2. Teaching in the Elementary School. Required of all Junior College students. Four hours.
3. Elementary School Supervision. Hours as arranged with the training department.
5. Primary Methods. Required of students specializing in primary work. Four hours.
6. Primary Methods. Four hours.
7. Third and Fourth Grade Methods. Four hours.
8. Fifth and Sixth Grade Methods. Three hours.
9. Grammar Grade Methods. Three hours.
14. Construction work for Grades. Four hours.
31. Literature and Story Telling in the Kindergarten and Primary Grades. Three hours.
32. Construction in the Kindergarten and Primary Grades. Four hours.
33. Plays and Games for Kindergarten and Primary Children. Three hours.
37. The Kindergarten Program. Four hours.
39. The Relation of the Kindergarten and the Primary Grades. Three hours.

### Courses Primarily Senior College

110. School Hygiene. Three hours.
111. The Use of Interest in Teaching. Three hours.
112. Selection and Use of Upper Grade Books. Three hours.
122. The Play Life of Children as a Basis of Education in the Kindergarten. Three hours.
123. Kindergarten materials. Four hours.
124. Kindergarten Conference. Four hours.

## C. County Schools Department.

1. Teaching in Rural Demonstration Schools. Five hours.
2. Observation in Demonstration Schools. One hour.
6. County School Methods. Required for County Schools major. Three hours.
26. The Rural School and the Community. Required of County Schools majors. Three hours.

### Courses Primarily Senior College

106. Rural Sociology. Three hours.
107. Rural Seminar. Two hours.
125. Administration of Rural and Village Schools. Three hours.
130. Rural Education. Three hours.

6-7-11. In some of the special departments such as music, art, manual arts, and the like, normal school teachers supervise practice and determine methods used. They also teach.

9. Not only do teachers of these special departments, but also teachers in arithmetic, geography, history, have something to say concerning the course of study in the training school. As will be shown

later, however, little has been done in a constructive way, recently, on the course of study.

13-14. Practically all of the critic teachers give courses in the normal school sometime during the regular year and a few give courses during the summer.

15. Standard tests, mental and educational, are given in the training school by members of the normal school faculty.

The members of the Department of Psychology describe very complete and useful services rendered to the Training School by way of examining children and studying "problem cases." Training Teachers do not mention this cooperation. Probably the cooperative relations, therefore, are actually greater than accounts from the faculty suggest.

It is not probable, however, that the right sort of conscious cooperation will come until public school experience is required of all teachers whether training school teachers or not; until Normal School training is required of all; until equal qualifications are required of training teachers and regular normal school faculty; and finally until no distinction is made between the training school and normal school faculty in salary. Probably, not until these things are realities in normal schools, will there be the spirit of true cooperation.

#### D. Training School Teachers.

As adequate training, long tenure, and salary are important to the director of the training school, so the success of the training teacher and of the training school is dependent upon these same factors in the training school teacher. If as Judd and Parker (20) suggest, "Every Normal-school graduate who has had the good fortune to teach for 100 hours under the careful supervision of a superior critic teacher has probably profited more in terms of efficiency from this experience than from any 1000 hours of departmental instruction in the normal school," then it behooves a College President to be careful in the selection of his training school force and to pay salaries necessary to secure the most "superior critic teacher."

It is interesting to compare the members of the normal school faculty with those of the secondary Training School and of the Elementary Training School as to scholastic preparation, type and amount of experience, salaries, teaching load, etc. Since Dr. J. D. Heilman, in his section of the Survey (21), has worked out tables and correlations of comparison along these lines, it seems well to incorporate in this survey a brief summary of his findings.

Dr. Heilman shows that the high school and the training school both are without men except in the case of the principals, a condition which has often been deplored but which is quite prevalent in most American public schools.

The training of the teachers in the College surpasses that of the teachers who work in either the training school or the high school. This difference is indicated by the following figures which give the average amount of training above the high school for each class:

College Faculty	5.57 years
High School Faculty	3.90 years
Training School Faculty	4.13 years

Teachers of the college have had more public school experience, also, than those of the high school and the training school. The averages for the three groups are:

College Faculty	6.09 years
High School Faculty	3.60 years
Training School Faculty	4.81 years

The teachers in the training school average about 3 years less teaching experience before entering the faculty here than the teachers in the college, and the high school teachers average from 4 to 5 years less. Because of the fact that a few of the training school teachers

have been in this institution for a great many years, the total teaching experience, at present, of the teachers in the training school and of the college teachers is practically the same. The teachers of the high school have not had quite half as much experience as either of the other two groups. Furthermore, practically the entire corps of teachers in the high school has changed recently.

It is evident from the material above that the teachers in the high school are not so well prepared for their work as either the teachers in the College or the training school. These teachers have had less training and less experience than either of the other groups, although most authorities agree that this adolescent period is as important as any through which the child passes during his public school experience.

Teachers in both the high school and the training school have had much less public school experience than the teachers of the college, although, it seems, that they should know much more about the public school problems, because of the nature of their task.

This more adequate training and experience on the part of the teachers of College classes would indicate that what was suggested earlier in this study—that the training school should not have and probably does not have a corner on good teaching in any teacher training institution—holds true in Colorado State Teachers College. If training and experience count for anything, then the teachers in the training school and more particularly those of the high school are seriously handicapped in comparison with the “regular” college faculty.

Still another comparison made in the former survey was that of salary. Three paragraphs will suffice to show this comparison.

“The median salary of the women who teach in the college is \$25 less than the median salary of the training school teachers, but their mean salary is about \$50 higher. If we look at Table II, we can see that the college women have more training than the women of the training school, but Table X shows that the training school teacher has more experience than the college teacher. The training school teachers also vary less in their training and probably less in their experience, and their salaries vary less.

“The median salary of the training school teachers is \$275 more than that of the high school teachers, but their experience far surpasses that of the high school teachers and their training is about the same. The variation in experience appears to be in accordance with the variation in salary.

“For the college teachers the median salary is \$900 more than for the high school and training school teachers. On account of differences in training and experience this much difference in salary and probably more is justifiable, but, as was pointed out before, the training and experience of the teachers in the high school and training school should be such as to merit just as high a salary as that received by the college teacher.”

Dr. Heilman further gives the mean total time devoted to college teaching, and other college work of three small groups engaged in similar school work. Here are his findings:

	Number	Mean Total Time
Deans, Directors and Principals	9	42.83
Elementary Training School Teachers	8	57.30
High School Teachers	8	40.41

It is not difficult to see that the total time given to college work by the Elementary training teachers is considerably more than that of either of the other groups. But there are many things to be taken into consideration other than time spent in teaching and supervision, scholastic preparation, experience, salary, etc., in the selection of Training School teachers. Many items of qualification have to be considered.

## E. Training School Pupils.

There is some question as to whether the training school is a "typical elementary school system."

There are two distinct classes of pupils in the elementary training school. Because of the advantages of the kindergarten, industrial arts, special work in music, folk and aesthetic dancing and dramatic work, many of the well-to-do families send their children to the training school in preference to the Greeley public schools. Furthermore the children of the faculty attend the training school. During the year 1917-18 there were 30 children whose parents are faculty members, enrolled in the elementary training school.

On the other hand, because of the three quarter arrangement, the training school catches those children whose parents move about; because of the fact that text books are furnished and only a very small fee (50 cents or \$1.00) is charged, the children of many poor people attend the training school; and because of the fact that the Greeley public school has had in the past, in the Training School, a dumping ground for those below standard in mental ability, the school probably has had more than its reasonable share of these pupils.

The Director of the Training School in a communication to the President said:

"It has been the policy of the school to accept almost every pupil who made application for entering the training school. This has resulted in overcrowding certain grades; also many pupils of inferior mental type are entering almost every grade. Many of these pupils should be classified as special children and put in a room by themselves for special instruction. Again many of the children coming to us are from families that move about a great deal, and consequently are more or less retarded. About 40 per cent of the pupils now in the Training School are here for the first time. Many of the remaining 60 per cent have been here but one or two quarters."

It is well to remark here that the Director began a "black list" which contained the names of those pupils who were mentally retarded as well as those who had bad records of attendance and deportment.

Much has been said in the Carnegie Report of the "Spirit and Morale of Practice Schools" in Missouri. The authors report that "A serious handicap to the efficiency of a practice school is the difficulty of ensuring on the part of pupils a proper attitude toward the work of the school. Pupils are not always inclined to take the student-teacher seriously, and this means that the work which the student-teacher represents is not taken seriously. The problem is not insoluble, for some practice schools are characterized by a most commendable spirit of industry and cooperation. Among the state normal schools of Missouri, for example, Springfield furnished a striking illustration of efficiency in training-school organization from this point of view. But in some of the other institutions, conditions in the practice school at the time when the visits were made were little short of desperate." (22)

The report gives illustrations to show, "The pupils are especially disorderly"; "The student-teacher corrects a boy for whispering, and he responds by 'making a face' meantime continuing with his whispering"; "They whisper, talk, and tickle one another"; "There is a good deal of 'horse play' among the boys—such as slapping on the back followed by exaggerated expressions of pain from the one struck," etc., etc.

The difficulty is that such a situation may creep into a training school almost without the knowledge of the training school force. The student teacher must have a grade in teaching and tends "to hide or overlook the inattention and mischief of the pupils, trusting that the supervisors will not find out how unfortunate the conditions really are,—a policy in which he is often abetted by the pupils themselves, who

assume a righteous and industrious attitude while the supervisor is present, only to drop it when his back is turned." (23)

Although the situation in Greeley is not so bad as that quoted, there is a feeling among both student teachers and pupils that the student teacher does not have much authority. In a study made during the progress of the Survey (1917-18) statements were collected from students and pupils working in the training school. "No remark heard once only was used." Here are three statements taken—the first from a student-teacher, the other two from pupils in the training school.

"The student teacher has (in some cases) absolutely no responsibility for discipline, progress of children, subject matter or new methods. Simply an 'impartor of a bit of information.' Then the children are unmanageable when the training teacher is not present because they feel that the student-teacher does not have real authority.

"The student-teachers don't have any real 'say so' over us so we don't need to get our work."

"We always do the work for the training teacher but we don't have to for the student-teacher unless she tells on us."

It is indeed interesting to note how the attitude of the pupils and student-teachers, also, change with a change in the director. Furthermore there is an entirely different attitude in the different rooms depending largely, of course, upon the nature and attitude of the training teacher.

If the above is true,—and one may find any number of student-teachers who will testify to its truth,—then the organization should be of such a nature that both the President of the College and the Director of the Training School will visit the rooms often enough to sense the attitude and correct it where necessary. The training teacher, too, must be alert to the needs of pupils and of student-teachers, and be in such close touch with both that there will be the spirit of cooperation. No training teacher can afford to be unmindful of the attitude of her student teachers toward her. Any lack of consideration on her part will eventually react upon her in the form of discouraged, disheartened student teachers and a demoralized group of children.

#### F. The Course of Study

In his discussion of Organization, the Director of the Training School omitted what Judd and Parker mention as one of the four most important factors in the organization and conduct of practice teaching—"the detailed printed course of study of the training school." (24) It will be noted that several teachers in the training school, quoted above mentioned the absence of a well-defined program in the Training School in Colorado State Teachers College.

Judd and Parker justify their position in the following terms: "The importance of such a course of study in improving the efficiency of state and city school systems is generally recognized. In such systems the teaching of a single group of children in the regular subjects is usually done by one teacher for a year. If a detailed printed course of study is important in such cases, it is obviously of much greater importance in a training school where a single group of children may have anywhere from 4 to 50 different teachers in the regular subjects during a year. Apart from the efficiency of the training of the practice teachers, the welfare of the children demands some such definite guide for practice." (25)

The last printed matter on the subjects taught in the training school appeared in a "Hand Book of Practice for Training Teachers, Supervisors, and Student Teachers in the Training School" issued in 1916-17. In this "Hand-Book" are discussed:

- (1) Subjects and Their Aim
- (2) General Attitude on Subject Matter
- (3) Electives in the Elementary School

- (4) English and Reading
- (5) Physical Training
- (6) Spelling
- (7) Arithmetic
- (8) Writing
- (9) Geography and History
- (10) Hygiene
- (11) Woodwork and Mechanics
- (12) Sewing and Cooking
- (13) Modern Foreign Languages
- (14) Typewriting and Printing.
- (15) Music
- (16) Art
- (17) Nature Study and Agriculture

Merely the aim of, and importance attached to these subjects are discussed. This is indicated by the fact that the entire discussion of the above seventeen topics was given less than four pages in the "Hand Book." In order to show the nature of this discussion I quote four of the seventeen sections mentioned above:

### Electives in the Elementary School.

In making such subjects (vocational) elective we do not mean to allow the child to be free to choose and drop subjects at will. The following rules govern here:

1. A subject such as Spanish or Manual Training is assigned to a child only after a study of his needs, his purposes in life, and his special abilities.

2. The parents, the training teacher, and the child all have a voice in the choice of elective subjects.

3. A subject, when once elected, should be continued for the remainder of the elementary school course, and cannot be dropped before the end of the school year. In case a subject is dropped the reasons must be such that the training teacher and principal agree that it is best for the child to drop it. For illustration, if a girl elects sewing in the 5th grade, it is understood that she, her parents, and her teacher all think it wise for her to learn to sew. She should learn to sew well before she drops the subject. The elective is as much a serious part of the school work as the required subjects, and often it is more important.

### Arithmetic

Accuracy and enough speed for practical purposes in the fundamentals are stressed. In addition, practical work in fractions, decimals, percentages, interest, taxes, partial payments, and mensuration is given. Bookkeeping and business arithmetic as an elective is given in the eighth grade. We are also considering algebra as an elective in the same grade.

### Woodwork and Mechanics

Woodwork, one hour a day, is given from the fifth grade up. It is our aim to give the boy a technique as well as to have him acquire an interest in this kind of work.

Mechanics, electricity, wireless, etc., are given in the seventh and eighth grades one hour a day. A knowledge of the theory and a degree of technical skill may thus be acquired early and serve as a basis for life activities.

### Music

Music is taught regularly in all the grades. The pupils are taught to read notes and memorize common songs and national airs. The elementary school has an orchestra and instruction in this work is given

free of charge to children who may be interested in the instruments.

The last somewhat detailed course of study for the training school was issued as a bulletin of the College in May 1915. (26) This bulletin contains ten illustrations and twenty-five pages of printed matter. The outline of the work by grades covers thirteen pages. I select Grade 4 to illustrate the nature of this outline.

#### Grade 4

**Arithmetic.**—Reading numbers to 1,000,000; multiplication by numbers of two or more figures; division of numbers by two and three figures, tables of measure, simple fractional processes; addition of mixed numbers having fractional endings 1-2, 1-4, 1-3, 1-6.

**Reading.**—Elson Primary School Reader, Book Four; Free and Treadwell, Book Four; Graded Classics, Book Four; Plutarch's Tales, Greeks; Plutarch's Tales, Romans; Four Old Greeks; Children's Classics in Dramatic Form; Kipling Reader; Alice of Wonderland; Water Babies; Docas, the Indian Boy; American Life and Adventure; Stories from American History; Seven Little Sisters; Each and All; Fifty Famous Stories; Robert Louis Stevenson Reader; Approved Selections for Fourth Year.

**Literature.**—Stories of the boyhood of Achilles; Greek myths and legends—Philemon and Baucis, Prometheus, Clytie, Daphne, Phaeton, and Golden Fleece.

Selections for memorizing: September; The Bluebird; Orphant Annie; The Raggedy Man; The Night Wind; The Wind and the Moon; The Birds of Killingsworth; The Corn Song.

**Composition.**—Reproduction of stories, paragraphs and dramatizations; original stories; accounts of personal experiences; of things collected of books read, and of home duties; keeping simple accounts, keeping a diary; drill in punctuation.

**Spelling.**—Lists of words selected from children's errors; lists based on scientific investigation of the vocabulary of the fourth grade children; simple rules for spelling.

**Writing.**—Each child's papers are graded by the Ayers' scale and are kept on file.

**Geography, Home.**—Geography of Greeley; Irrigation, potato industry, sugar beet industry, cattle and sheep industries, relation of county and city, relation of city to the rest of the United States.

**Geography, Foreign.**—The Aram; the Eskimo and Lapp; the African and Filipino; the Chinese and Japanese; the Indian of the Northwest, of the Southwest, of the prairies, of the Eastern woodlands; the foreigner in Weld County.

**Nature-Study.**—Acquaintance with the trees of the campus and home, close observation of the elm and spruce; landscape design; gardening; animal life of the locality; grasshopper, crickets, katydids, butterflies, moths, skippers, dragonflies.

**Music.**—Introduction of sharps and flats; unequally divided beats; interval work; pitch names and scale tones in all keys; dictation exercises; sight reading. Work is based on The New Education Music Course. Lessons interpreting to the children the best vocal and instrumental selections suited to them.

**Art.**—Drawings from Nature forms in full and foreshortened views; pose drawings from animals, birds and children in mass, illustrative work illustrating games, stories, and holiday events; designs for book covers, calendars, invitations, holiday cards and menu cards; clay modeling. Color and hues of color.

A teacher who has been in the system a number of years reports that some teachers use this old course, while the new teachers often use the course they have been using in the schools from which they came.



It may be mentioned here, that an excellent course in history was developed for the training school in 1911. It might be well to require all teachers to use this course until a better one is developed.

There is a general understanding as to what subjects are to be taught in each grade, but each teacher determines the content of these subjects except in the case of special subjects such as modern languages, home economics, music, physical education, etc. An instructor of these subjects in the College determines their content in the training school.

It has been suggested that greater opportunity is given children in the training school than in most public elementary schools for special work.

The following is the program for four of the special subjects in the training school for the Fall Quarter, 1917-18.

### TRAINING SCHOOL

December 11, 1917

#### PROGRAM FOR DOMESTIC SCIENCE AND MANUAL TRAINING

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>7th Grade</b>					
11:30-12:10					
Girls—	Sewing	Sewing	Sewing	Cooking	Cooking
Boys—	Man. Tr.	Man. Tr.	Man. Tr.	Man. Tr.	Man. Tr.
<b>6th Grade</b>					
1:30-2:30					
Girls—	Cooking	Cooking	Sewing	Sewing	Sewing
Boys—	Man. Tr.	Man. Tr.	Man. Tr.	Man. Tr.	Man. Tr.
<b>5th Grade</b>					
2:30-3:30					
Girls—	Sewing	Sewing	Sewing	Sewing	Sewing
Boys—	Sloyd	Sloyd	Sloyd	Sloyd	Sloyd
<b>8th Grade</b>					
3:30-4:30					
Girls—	Sewing	Sewing	Sewing	Cooking	Cooking
Boys—	Man. Tr.	Man. Tr.	Man. Tr.	Man. Tr.	Man. Tr.

#### PROGRAM FOR ART AND MUSIC

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>8th Grade</b>					
8:55-9:30	Music	Art	Music	Art	Music
<b>7th Grade</b>					
9:30-9:55	Music	Art	Music	Art	Music
<b>1st Grade</b>					
9:55-10:15	Music	Art	Music	Art	Music
<b>5th Grade</b>					
10:15-10:40	Music	Art	Music	Art	Music
<b>2nd Grade</b>					
10:40-11:00	Music	Art	Music	Art	Music
<b>3rd Grade</b>					
1:30-1:50	Music	Art	Music	Art	Music
<b>4th Grade</b>					
1:50-2:15	Music	Art	Music	Art	Music
<b>6th Grade</b>					
2:15-2:45	Music	Art	Music	Art	Music

The modern languages as a subject in the elementary school have had a place for some time. In a letter from the Director of the Train-

ing School, one discovers the situation and policy in 1917-18.

"At the present time Spanish is taught in the eighth grade. French is taught in the first and third grades. There seems to be no policy as to languages in the Training School. I understand from talking with the critic teachers (the principal was new 1917-18) that it has been largely a matter of choice with individual training teachers. No other person seems to be responsible for the languages."

"It shall be my policy to permit no teacher to teach either of these subjects who is not recommended by Dr. D. (Head of Department of Romance Languages), and that the work shall be carried on under his supervision just as music, art, manual training and other special subjects are carried on under the direction of their respective departments. "Dr. D. and I have agreed that in our judgment there is little gain, if any, derived from work in either of these subjects in the Primary Grades. There is a question in our minds as to the grade in which these subjects should be introduced. Certainly not below the fourth or fifth grade. For the present we recommend that both French and Spanish be offered as an elective in the seventh and eighth grades, and that we will require all children in these grades to elect one or the other of these subjects and that the pupils, once having made a choice, be required to continue with that subject for two years, or until the eighth grade is completed."

The need of a long tenure for the Director of the Training School has been discussed. It should be mentioned again, however, in connection with the course of study. It is indeed interesting to note how each new director not knowing what has been done by his predecessor sets aside the work previously done, and puts the teaching force to work on a new course of study, and this in turn joins that "innumerable caravan" which has gone before.

It seems that heretofore the training teacher has had little to say with regard to the general policy of the training school but almost all to say concerning the work in her own room. There surely is need of a closer organization so that the director will consult his teachers on matters of policy, while, the teachers will be glad to have his advice on matters pertaining to their rooms, as well. Only through some such constructive plan, will there develop a carefully planned and organized course of study in the training school. Here is one of the greatest needs of the Training School of Colorado State Teachers College.

- (1) Wilson, L. M.—Tr. Departments in State Normal Schools. The Normal School Bulletin No. 66, Eastern Ill., Normal School, Charleston, p. 29-42
- (2) In New Hampshire, Albion, Idaho, etc.
- (3) Hays, Kans.
- (4) DeKalb, Ill.
- (5) Hays, Kans.
- (6) Prep. of Teachers for Amer. Pub. Schs. Carnegie Foundation for Advancement of Teaching. Bulletin 14, p. 193.
- (7) Wilson—P. 18.
- (8) Ibid P. 22.
- (9) Colorado State Teachers College Bulletin, Series 17, No. 3, June 1917, pp. 14-16.
- (10) Ibid P. 23.
- (11) Judd, C. H. and Parker, S. C.—Problems Involved in Standardizing State Schools—Bulletin, 1916, No. 12. Bureau of Education, pp 87-88.
- (12) Wilson—Training Schools in State Normal Schools in U. S. P. 51.
- (13) Carnegie Foundation Bulletin No. 14, P. 199.
- (14) Ibid—pp. 201-202.
- (15) Wilson—Tr. Depts. in State Normal Schools—51-52.
- (16) Ibid Pp. 53-54.
- (17) Ibid, Chap. IV, particularly pages 51, 52, 61.
- (18) Colorado State Teachers College Bulletin—Series XX, No. 5, p. 75. (The next paragraph is an almost direct quotation from this same page).
- (19) Numbers below refer to the numbers given by Wilson in his classification of types of cooperation, recently referred to. Only those numbers occur which represent the types of cooperation found in Colorado State Teachers College.
- (20) Judd and Parker—Problems Involved in Standardizing State Normal Schools. Bulletin 1916, No. 12. Bureau of Education, p. 73.
- (21) Colorado State Teachers College Bulletin, Series 20, No. 9. Pages 19, 25, 26, 27, 28, 29, 31, 32, 36, 37, are especially interesting along this line.
- (22) The Professional Preparation of Teachers for American Public Schools. The Carnegie Foundation for the Advancement of Teaching. Bul. 14, pp. 205-7.
- (23) Ibid Pages 207-208.
- (24) Bureau of Education, Bulletin 1916. Number 12. p. 87.
- (25) Ibid p. 89.
- (26) A Bulletin concerning The Elementary School—Series XV, No. 4.

matics, etc.

c. The Correlation of the College Preparatory course with a group of Practical Arts courses in such a way that the student is permitted to elect a group of subjects looking toward college entrance



## V. RECENT CHANGES AND NEEDED CHANGES IN THE ORGANIZATION OF TEACHER TRAINING IN COLORADO STATE TEACHERS COLLEGE AS INDICATED BY RETURNS FROM FACULTY.

List all the changes made in the last two years in either the organization of your department (including new courses framed, old courses abandoned or changed, stating in each case the reasons for the changes or abandonment and the method of accomplishing the changes, e. g., whether by cooperative effort or otherwise.)

### I. Changes in the Rural Demonstration Schools.

#### 1. Changes Recently made.

a. Observation 2 in Demonstration schools was added this year for the purpose of receiving the reaction of student-teachers who had spent one month in these schools, of correcting false impressions, offering constructive criticism of the skill gained and of the pedagogical fitness of methods used.

b. An agreement has been reached between the Training School and the County Schools Department to permit (or require?) all students who expect to teach in the country to elect one month's teaching out of the two terms required by the Training School, in the Rural Demonstration schools. If a student desires to specialize in Rural Education, she may elect a second month's practice.

#### 2. Changes Suggested.

a. All faculty members who contribute to the work of the department should be listed as a part of the faculty in Rural Education in order to coordinate the work properly.

b. The Department should have an assistant who knows the rural problem and who is able to do the regular class work in the absence of the Director. Three additional persons should be employed to take care of the rapidly growing extension activities in conjunction with the Department of Rural Education.

c. Teacher-training in the Demonstration schools should be upon the same basis in point of remuneration to regular teachers, adequate preparation of teachers and supervision as the Training School. There should be expert instruction for children whether they live in town, city, mountain, plain, or valley. If not, why not?

### II. Changes in Industrial High School.

As was true with regard to "Function" and "Barriers" so as to changes, most of the teachers in the secondary school responded as members of the departments of languages, history, etc., rather than as training teachers. Consequently only a few recent changes and needed changes are listed for the high school faculty. Some of the returns which are departmental in nature but have to do with the organization of teacher training are included in this report.

#### 1. Changes made in the last few years.

a. The addition of a fourth year to the high school. This seemed a wise plan and had been suggested by the President of the College, many members of the college faculty, and many of the leading school men of the state.

b. The addition of the fourth year made necessary the introduction of fourth year courses in English, history, science, mathematics, etc.

c. The Correlation of the College Preparatory course with a group of Practical Arts courses in such a way that the student is permitted to elect a group of subjects looking toward college entrance

or a group of subjects studied mainly as a preparation for the duties and responsibilities of life.

d. Improvement and further development of the Ungraded School for Adults as described in detail in the high school bulletin.

e. The Organization, in connection with the Extension Department, of high school extension courses.

f. Four years ago, I believe, there were no required courses in the high school; today there are many. The students are happier, and our credits are accepted in other schools.

g. Four years ago a student teacher taught every day; today she teaches, the first quarter, once a week but hands in two or more lesson plans. The second quarter she teaches twice a week and hands in two lesson plans, and the third quarter she teaches four times a week and hands in four lesson plans. This plan has done much toward improving the general tone of the school.

2. Changes needed according to responses from teachers.

a. The most important change pending in the organization of the high school department is the correlation and coordination of the present high school with a junior high school which is soon to be established in the institution.

b. Increased teaching force. (Mentioned by two teachers).

c. Enlarged teaching equipment. (Mentioned also by two teachers).

d. Only fourth year college students allowed to teach English in the high school. The student teacher must have had special work in English.

e. Cooperation with the College.

### III. Changes in the Elementary Training School.

The responses of the Elementary School Training teachers are arranged by teachers according to grade beginning with the kindergarten and ending with the director. First the changes made during the last two years are recorded and later suggested changes.

1. Changes made in the last two years.

A. Kindergarten.

(1). The kindergarten specials teach through the morning in kindergarten for one quarter rather than one period a day for two or three quarters. This gives them a clearer conception of the kindergarten as a whole and is better preparation for directing a kindergarten.

(2). In the kindergarten this year we are giving greater freedom of choice to the children in order to get their viewpoint and to stress individual development.

B. First Grade.

I can answer only for the changes this year.

(1). One of the most detrimental changes is the long hour of the morning session 8:50-11:50 with only an intermission of 15 minutes 10:15-10:30.

All children need more time during the best part of the day to live in "God's out of doors," enjoy our splendidly equipped playground, and use our magnificent athletic field.

(2). Eliminating of modern languages in the lower grades.

(3). School hours lengthened.

(4). Grading of student teachers in consultation with principal.

(5). Children excluded from the building until certain hours in morning and at noon.

(6). Training teachers on duty at 8:40 A. M. and 1:15 P. M. In other words all the duties of a public school teacher plus the training of teachers.

(7). Use of prescribed text book and a tendency toward page to page teaching.

(8). A revolving program in most grades. As far as I can discover, changes were not made cooperatively. The last might have been a partial exception.

#### C. Second Grade.

(1). The Training School has been reorganized. The school day is longer, the recess period shorter. Observation is substituted for much of the practice teaching which was previously done by the student teachers.

#### D. Third Grade.

(1). Hours in third grade, 8:50-12:10 and at present 15 minutes intermission. Hours afternoon, 1:30-3:15. Formerly 9-12, with 30 minutes intermission and 1:30-3:00. This change was not effected by cooperative effort.

(2). Music changed from 15 minutes daily to 20 minutes three times a week. Art changed from 30 minutes daily to 20 minutes twice a week.

(3). Student teachers receive 4 hours credit for 5 hours work, plus 1 hour conference once a week with either the training school director or his subordinates or both, plus conferences with director's subordinates concerning individual plans, teaching, etc.

This is contrary to "Regulations adopted and approved" College year 1917-18.

(4). Teaching requirements (of student teachers) reduced from 12 to 8 hours. Contrary to report of committee on primary work, and requirements listed in catalogue.

(5). Hours for training teachers lengthened—hours of other college teachers shortened. Why?

(6). Group teaching made prominent instead of individual instruction.

#### E. Fourth Grade.

I am a new teacher entering upon my work in September. At present the organization and the work of the departments are undergoing changes.

#### F. Fifth Grade.

Everything relating to the Training School is in the process of change and reorganization.

(1). The character of the observation work done by those taking Training School 1 has been changed.

(2). Effort to standardize the work of the teachers according to Dr. McMurry's Elementary School Standards, to give a basis for concerted effort on the part of the supervisor and the teacher in training, has been modified.

(3). The entire course of study is being reorganized with a view to more nearly conforming to the work of the public school in the larger cities.

(4). The organization of the work for practice teaching has been changed by the introduction of the "sliding program."

(5). Strong emphasis is being placed on "pupil activity." The emphasis, formerly, was placed upon making work functional. Frankly, the second idea under our necessary artificial conditions was very much overworked.

(6). Great emphasis is being placed upon observation of the training teachers by the student teachers.

(7). Written criticisms of students' work is required of the training teachers.

#### G. Sixth Grade.

(1). Each training teacher has fewer practice teachers to supervise because direct and definite charge of all special subjects has been given to special teachers.

(2). Longer school session and shorter recess period (as mentioned by others).

(3). The most revolutionary change is the viewpoint and method which controls the organization of the training school. This is known as "A Sliding Daily Teaching Program" or orientation teaching within a grade. It calls for each student to teach every day, observe the training teacher teach every day and to have a set regular conference period with the training teacher every day. Then during the twelve weeks each student teacher is to teach within one grade four different subjects or at the end of each three weeks each teacher is assigned a new subject to work up and teach. "The subjects of the program are shifted each three weeks to work in with the girl's schedule e. g., arithmetic may be taught at 8:50-9:20 the first three weeks, at 10:30-11:00 the second three weeks, at 1:30-2:00 the third three weeks, and the last three weeks from 3:00-3:30. All other subjects are shifted likewise.

The other teachers reported they had not been here long enough to state changes which had taken place.

2. Changes needed as expressed by Elementary Training Teachers.

A. Kindergarten.

(1). There should be more than one practice kindergarten.

(2). There should be more teachers in the department and they should have more time for research and study.

(3). There should be a greater incentive to experimental work.

(4). There should be less emphasis on meetings, reports, etc., and more on progressive training of children.

B. First Grade.

(1). I would like to see the training school run on old time schedule, starting at 9 A. M. and with 40 minute recess period.

(2). Plan of work outlined early enough so some time might be had to organize according to it, before it is supposed to go into effect.

It would also facilitate matters to have these written, so the meaning might be clear and that they might be kept for future reference.

(3). A good comfortable lunch room where the children are not merely kept during lunch period, but which is conducted so children will really learn something—what to eat, how to eat it, appropriate games, etc.

(4). An opportunity to try out new ideas.

(5). Credit for teaching on the same basis as college classes. Training teachers' hours similar to those of instructors in the college.

C. Second Grade.

In my opinion, our Training School would be a much stronger institution if our training teachers, especially those of the upper grades were not so over worked.

D. Third Grade.

(1). Children of third grade age (7-9) should not be in school from 8:50-12:10 with only 15 minutes intermission.

(2). Student teachers should have value received for work done. Why not consult the training teachers on this point?

(3). Teaching requirements (of students) should be greater.



(4). Training teachers work should be made more intensive and not so extensive—less detail work and reports, time better organized.

(5). Housing facilities of training school should be improved.

(6). More consideration should be given to the individual child.

#### E. Fourth Grade.

(1). Need a well-developed and full course of study for each grade. A study of the best school systems of the United States should be made before working out a course for our own training school. There should be no gap between the work of the successive grades.

(2). The text books and supplementary books need to be revised. Proper and modern equipment should be put in.

(4). Revision of courses for prospective teachers.

The number of student teachers to each room should be limited so as to enable the training teacher to do half of the teaching and to supervise the daily work of each student teacher. Student teachers then observe only the training teacher.

(4). Observation and methods should precede teaching. Two terms of teaching should be required after the observation and methods courses have been completed. For critics and supervisors a third term of supervision with practical work under the direction of an expert in this work should form another course.

(5). All students should be given an opportunity to do some work in every department even in the departments of music and art.

#### F. Fifth Grade.

I believe that an organization such as I understand is being used in Los Angeles Normal school would be ideal for solving many of our difficulties. As I understand it, there are training teachers who are responsible for the progress of the pupils and the practice teachers; and supervisors of the different subjects who are responsible for the unity of the course in any given subject throughout the eight grades. This arrangement I think, would give one an opportunity to do one's particular bit well.

#### G. Sixth Grade.

While I am very much in sympathy with system and organization, emphasis should not be upon system for the sake of system. "Systems of writing," "systems of spelling," "systems of reading," et cetera have a tendency to choke; emphasis, it seems, should be upon growing needs, individual and group development based upon the functional viewpoint.

#### H. Seventh Grade.

(1). More system throughout the grades.

(2). Student teachers should teach in more than one grade. Primary teachers should have training in all the primary grades. Grammar grade teachers should have training in all the upper grades. If they have this training more positions will be open to them.

#### I. Director.

I hope to bring about changes in the following directions: The Training School should approach more nearly to that type of schools in which our teachers will teach when they leave us; improved class-room instruction; a better planned curriculum which is to be definite but flexible; a systematic plan for observation, teaching, and conference on the part of student teachers; a better daily program, definite but flexible; a sliding program, providing opportunity for a wide range of subjects to be taught by student

teachers; about 50 per cent of the class-room teaching to be done by the training teachers at times when student teachers can be present for observation; the number of student teachers assigned to one training teacher to be limited to the number her program can accommodate; to make the training school a model school where the highest type of work is done; more modern methods of school organization; definite standards for judging class-room instruction; better socialization of class work; higher standards for the work of children in the class-room; the Director of the Training School should be more closely connected with College heads of departments for immediate advice and expert counsel; more rational research work, and sane experimentation without injury to pupils; a Junior High School should be provided at the earliest possible date.

Heretofore there had been little organization or supervision on the part of the Director and a great deal of individual initiative on the part of each training teacher. Under such organization or lack of organization, as would be the situation in any institution, a few teachers of the Training School have not taken their responsibility seriously. Under such circumstances, then, an administrator tends to go to the other extreme of being too severe and of condemning the entire teaching force for the "sins" of a few. This very thing has probably resulted in consequence of which the Training teachers are being overworked, as they have indicated time and again in their replies to this questionnaire.

The Director in a communication to the President has expressed his policy with regard to the above situation. After showing that "the Training Teachers are carrying a far greater load than members of the faculty usually carry," with their "methods class the first hour in the morning, the highest type of class room work, (thru the day), together with the training of eight to twelve student teachers," he says:

"The impression has gone abroad in the past that our Training Teachers have shirked their responsibility by placing both classroom instruction and teacher's training in the hands of student teachers. In rectifying this, we should be careful not to overdo the matter in the opposite direction. My policy would be to deal harshly with the individual training teacher who shirks her responsibility rather than with the whole corps, thus working an injustice upon the teachers who have always been conscientious and should be exonerated from any charge that might come from general criticism growing out of a few individual cases."

In this connection the Director has certainly taken the proper attitude. It is a sign of weakness on the part of any administrator to quarrel with the entire group of teachers or students in order to coerce the few; or to demand of all teachers many details and increased requirements in order to reach the few who will not take responsibilities seriously, otherwise.

## VI. THE STUDENTS' CONTACT WITH AND ACTUAL PARTICIPATION IN THE TRAINING DEPARTMENT.

"One learns to do by doing" is a maxim as old as Pestalozzi. If one believes this maxim, it is likely he will also conclude that one learns to teach by teaching. It is well to remember, however, that if this principle be applied literally as stated, teaching in the rural school without supervision becomes as effective as to teach under the supervision of expert training teachers. Few persons interested in teacher training, whether training teachers or instructors in other departments will agree that this is true. The degree to which teachers believe that students learn to teach by teaching is a matter of difference of opinion nevertheless.

As has been inferred already, training teachers and other teachers in teacher-training institutions have erred materially in underestimating the value of the work of the other group. Often training teachers have felt that their work is the really important part of teacher-training preparation; they sometimes think that they are the only members of the faculty who have had practical teaching experience and that the theory courses are not of great value in—sometimes even detrimental to—the best preparation for teaching. They believe that one learns to teach only by teaching. On the other hand, teachers of "academic" courses believe that any one can teach if he has the knowledge, while the teacher of psychology, the principles of education, etc., may place too much emphasis upon "theory" and too little on "practice."

It is important that each of these groups understands the point of view of the other. Professor H. W. Nutt, (1) has given certain principles of methods which justify the work of the teacher of subject matter and principles of education, as well as the work of the training teacher in demanding observation, lesson plans and the like. The first principle "is that the supervisor and the teachers who work under his direction must possess common knowledge and hold common points of view." (2) if teaching under supervision is to be made a cooperative enterprise, as Professor Nutt suggests it should be. He says: "If the student-teacher, or the regular teacher, is lacking in knowledge of fundamental facts and principles, he cannot understand the suggestions of the supervisor." (3)

In discussing the second principle, "that one learns to teach by teaching" the author says "The first interpretation of this principle is that one learns not merely by doing but by correct doing. What, then, is the first step in correct doing? The psychological answer is that one takes the first step in correct doing when he goes through the mental performance of doing the act in anticipation of the actual performance of the act. This mental doing of the act is carried on first through the mastery of the theory or the principles involved in the correct doing of the particular act. The teacher who attempts to learn to teach by actual teaching acts, without a period of mental, imaginative teaching, has no standard or background against which to project the actual teaching performance; hence he has little opportunity for knowing when he is improving and when he is deteriorating.

"—On the other hand, the teacher who is constantly going through a warming up period of imaginative, mental doing of the teaching performance becomes saturated with the principles of correct doing, and can readily recognize how well the actual act of teaching measures up to the more perfect imaginative standard." (4)

The teacher who has taught before, and even he who has done this imaginary teaching, may have incorrect habits which must be broken up. Ordinarily the classes in principles of education, in methods, or even in actual observation of excellent teaching will fail to eliminate these errors. Only through teaching under direction can these incorrect habits be eliminated, probably. So one sees the justification of the various courses in subject matter, psychology, principles of education, etc., as

well as observation, demonstration teaching, and actual practice teaching. It should be understood in this connection, however, as has been mentioned before, that there is no place for a poor, ineffective teacher in a teacher-training institution regardless of what he is teaching. A student should have an opportunity to observe expert teaching in every class he has in College. It is needless to say then, as has been said before that the training school should not and does not have a "corner" on the good teaching in the institution. But it is well for persons who teach psychology, principles of education, principles of teaching, courses in methods, etc., to remember that they should be "living models" of the principles they teach. It is also well for them to remember that the study of these "theory" courses may have either no influence or an unfortunate influence upon later practice. The influence of such courses depends largely upon both material and the manner of presentation.

### Need for Study of Relative Value of Courses in Teacher Training.

In this connection, it would be well for both teachers in the training school and instructors in the College proper to make such studies as have been made by Merriam (5), and the survey committees for the survey of the Wisconsin Normal Schools (6), and the Missouri Normal Schools (7). Merriam shows that there is a higher correlation between class standing in practice teaching and success in teaching than between success in teaching and any other normal school course, and that psychology stands next to practice teaching in this correlation. In the survey of the Wisconsin Normal Schools, an effort was made to reveal the extent to which "psychology and pedagogy as taught in the normal department helped students in their teaching in the training school." "Of the sixty persons replying to the question—

"18.3 per cent state that psychology and pedagogy help the students in their practice teaching.

"66.6 per cent state that these subjects do not help them or that the help is slight.

"15.1 per cent state that they are unable to judge."

The committee which surveyed the Missouri Normal Schools received responses from one hundred sixty three "experienced Missouri teachers as to elements in their preparation to which they were chiefly indebted."

"In the following account the wording of the questionnaire is retained, but the order of topics is that of the choice expressed in the replies.

"I. Which kind of preparation has contributed more to your success as a teacher:

1. Preparation in various ways in the light of experience (91), or

2. Training received in Normal School or College before taking a regular position (63).

Note: On this question the decision in favor of the first was reversed by the university graduates (29) considered alone to a majority of one in favor of the second.

"II. Which group of courses has been of greater benefit to you:

1. Academic courses in subject matter to be taught (95), or

2. Professional courses in theory, history, and practice of education (63).

"III. Number the following courses in the order of their practical helpfulness in your present work.

Ranking

- |   |       |
|---|-------|
| 1. Courses in special method in subjects you are teaching ----- | 1.805 |
| 2. Courses in general method or principles of teaching -----    | 1.644 |
| 3. Courses in psychology -----                                  | 1.591 |
| 4. Practice Teaching with supervision -----                     | 1.444 |

5. Courses in school administration .....	1.442
6. Courses in school management .....	1.351
7. Observation of teaching with discussion .....	1.270
8. Courses in particular city or state courses of study .....	.248
9. Courses in history of education .....	.168
10. Other professional courses .....	.000"
	(8)

It will be noticed that these studies do not agree in the relative importance attached to the various subjects. These differences may be due to the importance attached to various subjects as elements in teacher training in the states or schools studied. A more thorough study of the various subjects should be made so that a decision as to importance of each subject in teacher training could be reached.

### Professional Subjects required in Teachers Colleges.

It is in the belief that subjects other than actual observation and teaching are valuable as preparation for teaching, that most teacher-training institutions have required courses in psychology, the history of education, school management, general methods or principles of teaching, special methods, etc. The Carnegie report shows that in the Missouri normal schools, an introductory course in "general" psychology is required in all and another course in child study is required in two of them; that "a course in the history of education is prescribed for the two-year curriculum in both of the city training schools (Kansas City and St. Louis) and in all of the state normal schools except Cape Girardeau"; (9) some course in general method is offered in most of the schools; and that "under one name or another a course in school management is required in the two-year curricula of all of the schools except Kirksville." (10)

The following subjects are required in practically all of the fourteen curricula outlined in the 1917-18 Year Book of Colorado State Teachers College:

Library Science .....	1 hour
Education 11-Principles of Education .....	4 hours
Educational Psychology 2-Educational Psychology .....	4 hours
Biology 2-Bionomics .....	4 hours
Sociology 3-Educational Sociology .....	4 hours
English 4-Functional English .....	4 hours
Observation, Methods and Teaching .....	8-15 hours
Physical Education (with or without credit)	

Aside from the above subjects, the requirements in the two-year curricula for the four "training school courses" follow: (11)

Educational Psychology 1-Child Hygiene .....	2 hours
Training School 33-Plays and Games for Kindergarten .....	3 hours
Training School 15 or 31-Lit. and story telling for Kindergarten and Primary .....	3 hours
Training School 5 or 6-Primary Methods .....	4 hours
Training School 32-Construction in Kg. & Prim. Grades .....	4 hours
Training School 37-The Kindergarten Program .....	4 hours

#### The Kindergarten Course.

Art 1-Elementary Drawing and Design .....	3 hours
Music 3-Kg. and Primary Music .....	4 hours
Physical Education 7-Folk Dancing .....	2 hours
Physical Education 6-Singing and rhythmic games .....	2 hours
Electives .....	26 hours

Note—Kindergarten students must take adequate piano work unless they have previously had its equivalent.

#### The Primary Grades Course.

Training School 5-Primary Methods .....	4 hours
---	---------

Training School 6—Primary Methods .....	4 hours
Training School 33—Plays and Games for Children .....	3 hours
Training School 1—Observation and Methods .....	4 hours
Training School 3—Elementary School Supervision .....	3 hours
Black Board Drawings .....	2 hours
Training School 15—Story Telling .....	2 hours
Zoology 5—Bird Study .....	4 hours
Oral English 3—Appreciation of Literature .....	2 hours
Art 1—Elementary Drawing and Design .....	2 hours
Training School 32—Construction in Kg. and Prim. Grades .....	2 hours
Physical Education 7—Folk Dancing .....	2 hours
Electives .....	24 hours

#### Intermediate and Grammar Grades Course.

Training School 1—Observation and Methods .....	4 hours
Select two from the following:	
Training School 7—Third and Fourth Grades Methods .....	
Training School 8—Fifth and Sixth Grades Methods .....	
Training School 9—Grammar Grades Methods .....	6 hours
Training School 11 .....	3 hours
First Aid .....	1 hour
Psychology 4—Psychology of Elementary Sch. Subjects .....	4 hours
Physical Education 5, 7, 8, or 12 .....	2 hours
Select 12 hours from the following:	
Geography 12—The Teaching of Geography .....	2 hours
Oral English 9—The Teaching of Reading .....	2 hours
Methods 8—The Teaching of Arithmetic .....	2 hours
Nature Study, Agriculture or Zoology 5 .....	3 hours
History 13—The Teaching of History .....	2 hours
History 26—The Teaching of Civics .....	2 hours
Music 2—The Teaching of Music .....	2 hours
Public Speaking or Story Telling 13 .....	3 hours
Electives .....	31 hours

#### County Schools Course.

Education 25—Rural School Curriculum and Community .....	3 hours
Education 6—County Schools Methods .....	3 hours
Nature Study .....	3 hours
Geography 12—The Teaching of Geography .....	2 hours
Mathematics 8—The Teaching of Arithmetic .....	2 hours
History 13—The Teaching of History .....	2 hours
Oral English 9—The Teaching of Reading .....	2 hours
Agriculture .....	4 hours
Public Hygiene 5 .....	4 hours
Elementary Woodwork .....	4 hours
Household Science and Art (Elective for men) .....	4 hours
Electives .....	33 hours

It will be seen that special methods courses feature the above curricula. No history of education or school management is required and a comparatively small amount of other work in education or psychology is prescribed. Neither is there designated anywhere any order in which the prescribed subjects shall be taken. Ordinarily sociology and biology are taken by students the first year, while the courses in education, psychology, and teaching are taken during the second year. Training School 1, Observation and Methods, a course intended to be preparatory for teaching, is ordinarily taken either the third quarter of the first year or (more likely) the first quarter of the second year. It is intended that the student shall take this course either during the quarter in which he begins his practice teaching or the preceding quarter.

### Amount of Observation and Teaching Required

As has been suggested the amount of teaching required in various curricula varies from eight to fifteen hours. In order to gain eight hours credit in teaching the student is required to teach or observe or do both fifty minutes a day, five days a week for two quarters of twelve weeks each. Consequently, the minimum number of hours actual teaching is  $50 \times 5 \times 12 \times 2 \div 60$  or 100 hours, the minimum set by such authorities as Judd and Parker. This is the minimal amount required in Colorado State Teachers College. In some curricula a much greater time is required. Furthermore a considerable number of students elect additional hours of teaching. For instance of the 198 teachers doing practice teaching in the elementary training school during the Winter Quarter 1917-18, 94 were teaching their first quarter; 81 or 41 per cent of the entire number were teaching their second quarter; 9 or 4½ per cent were teaching their third quarter; while 8 were teaching their fourth quarter; 2 were teaching their fifth quarter; 2 were teaching their sixth quarter; one her seventh quarter; and one her ninth quarter. If this quarter is indicative of the number of students who teach more than the minimum number of hours, students in the Elementary School average about 124½ hours student teaching. Students who teach in the Rural Demonstration Schools fulfill the minimal requirement as set forth by Judd and Parker in the one quarter. They teach in a regular country school for four weeks, teaching all day for the full twenty days, for which they receive 4 hours credit. Beside this teaching, they do another quarter of student-teaching in the Elementary training school. Consequently teachers preparing for rural school work, up to 36, the number which can be accommodated in these demonstration schools, secure about 170 hours teaching and observation, in fulfilling the eight hour requirement.

There has been some tendency on the part of certain training teachers to assign elective teaching to majors in their grade even before those who have not had the required amount of teaching, have been provided for. In a letter to President Crabbe, the Director of the Training School recommends "that a third quarter may be taken as an elective, the same as any other college elective. However elective teaching shall not be permitted until all applicants have received the requirement of two quarters of teaching." Several teachers, including the Director, have recommended "that the number of student teachers per training teacher be limited to the number her daily program will accommodate." This becomes impossible of course, so long as those taking elective teaching are given preference over, or even equal chances with, those teachers who have not yet had the required amount of teaching. With the facilities at present, it becomes almost impossible to place a definite limit upon the number of student teachers per training teacher.

Majors are expected to teach in their major grades. These major students are not equally distributed through the grades. Even if there were an even distribution, the number of student-teachers is too great for the number of pupils, and for the number of training teachers and supervisors.

It is a difficult matter sometimes to plan work for all teachers making application for student teaching. Under such circumstances, it is indeed difficult then to limit the number of student teachers to each training teacher. The following data on the number of teachers enrolled for student teaching in the various grades and for special subjects for the Winter Quarter (1917-18) show something of the crowded conditions and the difficulties of the training teachers in the Elementary School.

The teachers are distributed as follows:

	No. Teachers	Enrollment for grade
Eighth Grade -----	13	49
Seventh Grade -----	10	40
Sixth Grade -----	15	38
Fifth Grade -----	15	23
Fourth Grade -----	12	28
Third Grade -----	18	30
Second Grade -----	19	37
First Grade -----	18	41
Kindergarten -----	8	61
Playground -----	19	
Music -----	13	
Cooking -----	12	
Sewing -----	9	
Typewriting -----	4	
Manual Training -----	4	
Bookbinding -----	1	
Physics -----	1	
Printing -----	1	
Art -----	6	
	198	347

This is the only quarter, for which there are exact data as to the number of student-teachers in the training school, but the Director in a communication to the President says "From present indications, we shall have a larger number of applications for practice teaching next (the Spring) quarter than we have had this quarter." It will be noted that for the above quarter there were twenty five more than half as many students doing practice teaching as there were pupils in the Elementary school. It should be noted, also, that 198 is the exact number of students teaching in the Elementary training school during the Winter Quarter while 347 is the total enrollment for the school for the entire three Quarters. It is not difficult to see the crowded conditions when one has the estimate of Judd and Parker on "the numbers of children which will accommodate, annually certain numbers of practice teachers in special training school buildings." (12)

They say that: "300 children will accommodate 40 to 90 teachers."  
 "400 children will accommodate 53 to 104 teachers."

Then 347 children would accommodate from 46 to 97 teachers. It will be seen that student teaching is provided for 70 students, in special subjects, while 123 teach in the regular grades. In the fifth grade with an enrollment of 23, fifteen teachers are accommodated or at any rate exposed to the type of accommodations offered; while in the kindergarten with an enrollment of 61, eight teachers received student teaching. In the former instance there were two student teachers for each group of three children, while in the latter case there were two teachers for each group of fifteen children.

It is difficult to determine just how many pupils are needed in the Elementary training school to accommodate the students who make application for teaching in the school, because of lack of data. Candidates for the Master's degree are required to have satisfactory teaching experience and under certain conditions are required to teach in the training school. Candidates for the degree of Bachelor of Arts in Education are required to teach one quarter in addition to the eight hours (two or three quarters) required for the first two years work leading to the Life Diploma. Many of these candidates elect more than the one quarter. Some of them do their student-teaching in the Industrial High School, while others, who are not to teach in the high school after graduation, teach in the Elementary school. Furthermore some of the graduates from the two-year course do their student-teaching



in the rural Demonstration schools, while some persons, because of successful teaching experience are excused from some "practice" teaching. All of these factors make it almost impossible to make an estimate of the requirements for accommodations during the year.

In the spring of 1918 there were graduated from the two-year course approximately 344 students; 88 from the three-year course; 96 from the four-year course being granted their degree, Bachelor of Arts in Education; and 11 were granted their degree of Master of Arts in Education. In the Winter Quarter about 20 of the total 198 students teaching, were Senior College students (those having done more than two years of work.) There was provision for 36 students in the rural Demonstration schools during the year, while the Industrial High School could easily provide for any number of the Senior College students making application. Granting that the Industrial High School and rural Demonstration schools cared for a number equal to the Senior College group, then the Elementary school would have to provide for the 344 who were graduated from the two-year course. But since this 344 includes those students who finished their work during the Summer Quarter 1916-17 probably not more than 280 students were accommodated during the regular year 1917-18. According to Bagley's formula (13) but using forty instead of thirty as the approximate number of recitation units per week, the number of children needed in the Elementary school to accommodate these 280 student-teachers is 910 instead of the present enrollment of 347. If Bagley's exact formula were used 1138 pupils would be required.

A comparison of facilities in Colorado State Teachers College with those in certain other schools which are limited to independent practice schools is interesting. The data for the schools other than Colorado State Teachers College were secured from the survey of the Missouri Normal Schools. (14) The schools are arranged in the order of their opportunity for student teaching from the poorest to the best. All fall short of standard conditions.

School	Collegiate enrollment	Pupils Available	Ratio students to pupils.
Kirkville, Mo. -----	530	145	1 : 0.27
Cape Girardeau, Mo. -----	432	161	1 : 0.37
Springfield, Mo. -----	607	245	1 : 0.40
Greeley, Colo. (15) -----	784	347(15)	1 : 0.44
Maryville, Mo. -----	200	104	1 : 0.52
Whitewater, Wis. -----	374	211	1 : 0.55
Warrensburg, Mo. -----	514	325	1 : 0.63
Greeley, Colo. (16) -----	784	551(16)	1 : 0.70
Valley City, N. D. -----	327	259	1 : 0.79
Greeley, Colo. (17) -----	784	892(17)	1 : 1.14

Another interesting comparison is with the data collected by Kelley and Scott (18) from sixty-eight normal schools. These writers conclude:

"The institution giving about the median amount of emphasis to training school work is one which,

"1. Has about 1.6 times as many students in grades 13 and 14 as in grades 1 to 8;

"2. Has about 2.2 times as many children in the training school as students teaching during the year;

"3. Has about five and a half times as many members in the entire faculty as in the training school faculty; and

"4. Requires about one hundred sixty hours of student teaching for graduation."

Colorado State Teachers College has more than 1.8 times as many students in the first two years of College as in grades 1 to 8, not including the 204 pupils enrolled in the four rural demonstration schools; it has about 1.2 times as many children in the training school as students

teaching during the year; it has about seven times as many members in the entire faculty as in the training school faculty, omitting the instructors in both the Industrial High School and the Rural Demonstration schools from the count; and it requires about one hundred hours of student teaching for graduation.

Including all practice facilities in the institution which is hardly fair because of the fact that such a large part are trained in the Elementary School, the picture is much better. If the enrollment in the rural schools (204) is included, the school has but 1.2 times as many students in the first two years as in grades 1 to 8. Including the enrollment in all three departments—the Industrial High School (341) the Elementary School (347) and the Rural Demonstration schools (204)—there are more than twice as many children in the training department as students teaching during the year. Including the members of the faculty of all departments of teacher training, there are only three and one-third times as many members in the entire faculty as in the training department faculty.

Still another comparison is worthy of consideration. Wilson, after studying "practice" teaching requirements in forty-six schools, says: "In the nineteen schools for which the preparation can be definitely ascertained, the practice teaching varies in amount in the two-year curricula from 6.25 per cent to 27 per cent of the total credits required for graduation, the median for the nineteen being 11.57 per cent." (19) In Colorado State Teachers College the requirements vary from 8.33 per cent to 12.5 per cent of the total credits for graduation.

#### Amount of Time Spent in Preparation for Student Teaching.

A factor which should be considered in estimating the amount of contact the student has with the training department is the amount of time he spends in preparation for his teaching.

Wilson (20) reports a study made at Winona, Minnesota (21) which lists for all subjects "the average minutes of study for each subject as reported by students." For the Fall term, 1914, there is a variation of from 55 minutes given to music to 2 hours 20 minutes given to the preparation for each hour of teaching. The variation for the Spring term, 1916, runs from 59 minutes in Sewing and Textiles to 2 hours, 33 minutes in Teaching. The same author reports a study of "sixty-three seniors in Eastern Illinois State Normal School who were doing an hour of practice teaching and carrying three other subjects each day." He shows in this study, also, that preparation for teaching requires much more time than that given to other subjects. Whereas the median time for the eleven subjects or groups other than teaching is 40-49 minutes the median number of minutes spent in preparation for teaching is 100-109. In this study, also, music required least preparation, the median number of minutes given to preparation for one recitation in this subject being 28-29.

Mr. Wilson says: "The evidence from these two studies shows that a scheduled hour of practice teaching means more work in teaching than a scheduled hour of normal school work does in the subject concerned by a margin of 75 per cent at Winona, of 100 at Charleston. If the situation in these two schools is typical of the condition in normal schools generally, credit hours of teaching required do not give an adequate index to the amount of work involved in teaching in comparison with work required in other subjects. Of this fact persons who make normal school programs and administer normal school credits should take cognizance." (22)

That this same general condition exists in Colorado State Teachers College, is indicated by the few studies which have been made along this line. The Director of the training school shows that an average of 158 minutes a day was given to teaching and the preparation for teach-

ing during the Winter Quarter 1917-18, and an average of 147 minutes during the Spring Quarter of the same year. The writer made a brief study which tends to show that the time given to subjects of the "professional core" does not amount to the above figures for teaching. In the case of one of the "core" subjects the time given to preparation was less than half that indicated by the figures given above for teaching.

Dr. Heilman (23) has made the most careful study of the relative amount of time given to the various subjects. He shows that "for every hour of teaching, the students spent about .6 of an hour more in preparation than in preparation for an hour of recitation. Taking the mean as a basis there are 2 hours of preparation for every hour of teaching, but there are only 1.4 hours of preparation for every hour of recitation. From this it follows that the student who is engaged in teaching is carrying a much heavier load than the one who does not teach. If either one of these loads is adapted to the capacity of the learner, the other is not. Probably some readjustment is demanded by the situation."

Dr. Heilman has pointed out two other very interesting facts concerning student teaching. He has shown that there is a great variation of time spent on teaching among students and has given also the relative amount of time given to conference, observation and teaching. The amount of time given to these three activities is almost in the ratio of 2:3:4. About twice as much time is given by the student to actual teaching as to conference with the training teacher and about 4:3 as much time to actual teaching as to observation of the training teacher. With regard to the variation in observation and teaching (the two taken together) he says, "The coefficient of variation for teaching and observation combined is very large, .290. This large variation it is difficult to explain in other terms than gross mismanagement, especially when we compare it with the coefficient for recitations which is only .125. There is far more reason for uniformity in the amount of teaching than in the hours spent in recitations, because teaching takes the place of a four-hour recitation. The distribution for observation and teaching shows that there are 15 students who teach and observe 1 hour and that one student teaches and observes 8 hours. This single case may be explained on the grounds of double teaching which is sometimes allowed, but this does not explain why 11 students should teach 5 hours and 5 students 6 hours out of a total of 47 students. On account of these wide variations where practically no variation should occur, I give here the whole distribution table for teaching and observation combined:"

Clock Hours	Frequencies
1-----	5
2-----	4
3-----	9
4-----	10
5-----	11
6-----	5
7-----	2
8-----	1

#### Administration and Supervision of Student Teaching.

The value of contact with the training department and of the time given to preparation for such contact, however, is largely dependent upon proper administration and efficient supervision of teacher training facilities. Although in previous parts of this survey the organization and the administration of student teaching have been discussed, it might be well to summarize conditions at this point.

For training teachers for rural schools, there are four one-teacher country schools within a radius of seven miles of the College. Students who anticipate teaching in the rural school, are required to take their

first quarter's "practice" in the Training School and the second quarter in the Demonstration School. They may elect a third quarter in the Demonstration School. The student-helper (student teacher) spends four weeks in these schools, living in the teacher's cottage, with the regular teacher of the school. Four hours' credit is given for this work, —a total of 120 hours' work. These schools, then provide for 36 of these teachers each year. The student-helper acts as an assistant to the regular teacher and is allowed to assume such regular duties as her capabilities warrant. These student teachers are always under the closest supervision of the regular teacher and are supervised by the Director of the County Schools, heads of the special departments of the College and occasionally by the county superintendent.

For the training of high school teachers the High School of Industrial Arts with an enrollment of 341 furnishes liberal opportunities. It is intended that only those who have completed the first two years will teach in the secondary school and that they will teach but one quarter beyond the requirement for the first two years. As a matter of fact many teachers who are still in their second year teach in the high school. The plan calls for the student teacher to teach during the first quarter once a week and to hand in two or more lesson plans. The second quarter, she teaches twice a week and hands in two lesson plans, and the third quarter she teaches four times a week and hands in four lesson plans. This is the ideal toward which the principal was working. As a matter of fact some teachers taught without supervision from either teachers or principal. One student teacher who had taught two quarters of Latin, and who was an excellent student of Latin was asked to teach two classes of the subject during one quarter. In this case she was practically the only individual who was really capable of teaching Latin and those in charge of student teaching insisted that she teach two classes during the one quarter, regardless of the fact that she had already taught two quarters in the same subject and would probably receive little value. The student asked the writer's opinion as to what should be done, saying that she had been "visited" but once during the two previous quarters of "practice" teaching, and that if she refused to take these classes, she would not receive the proper recommendation from the parties in charge, she feared. This may or may not have been an exceptional case.

The ideal toward which the administration of the Elementary training school strove, as given in the words of a training teacher, follows:

"What is known as 'A Sliding Daily Teaching Program' or Orientation Teaching within each grade, calls for each student to teach every day, observe the training teacher teach every day, and to have a set regular conference period with the training teacher every day. Then during the quarter of twelve weeks each student teacher is to teach within one grade four different subjects, or at the end of each three weeks each teacher is assigned a new subject to work up and teach. The subjects of the program are shifted each three weeks to work in with the teacher's schedule. For example, arithmetic may be taught at 8:50-9:20 the first three weeks; at 11:00 to 11:30 the second three weeks; the third three weeks at 1:30-2:00 and the last three weeks from 3:00-3:30. All other subjects are shifted likewise." The teacher has direct charge of conditions in her room; the Director visits certain rooms more or less frequently. In special branches such as art, music, woodwork, cooking, sewing, and some phases of physical training, the supervisors—the head or other member of these various departments in the college—work directly with the student teachers. In these branches the supervisor may demand special preparation of the student teacher aside from the requirement of the training teacher; or the supervisor may agree that the plans of the student teachers are to be approved by both supervisor and training teacher before the lessons are taught. In the remaining subjects, the work is done through the

training teacher. Student teachers meet the training teachers in their respective rooms for a regular meeting each Monday at 3:15, except on the first Monday of each month when they all meet with the director. At these meetings problems of the student teachers are sometimes discussed; at other times demonstrations of special methods are given.

It has been the practice to excuse from student teaching, those individuals whose experience in the field seems to warrant. Furthermore at the time this survey was made it was the practice to substitute observation for a part of the teaching requirements in certain instances. That is, the entire quarter was given to observation instead of to the customary plan of observation and teaching and conference. Then, too, the course in Training School 1, designed as a preparation for student teaching, was intended as a course in observation. It had developed into a theory course at the time of this survey and little observation was carried on.

A further statement of the general plan of the administration of student teaching in the Elementary training school is found in the following communication to all training school teachers from the Director.

### Training School Directions for Critic Teachers

The critic teachers have a double obligation to fulfill. Their first duty is to see to it that the children are well taught; that they do exceptionally high-type school work in each subject; and that they form good habits of study. Their second duty is to train student teachers in the art of teaching.

In carrying out the foregoing, the following suggestions are offered to the critic teachers. During the first few days of each term the critic teacher should do most of the class room teaching in order to put the school in a good working attitude. The class organizations should be perfected. The mechanical technique of the class room management should be well established. Interest in all school activities should be in evidence and the pupils should come to feel that the critic teacher is their teacher before the student teacher is allowed to take charge of the class.

During this time of adjustment the student teachers should be observing the critic teacher while she is performing this important task,—getting the school well started in the shortest possible time. During this period of observation the student teachers should write up lesson plans from the lessons observed. They should determine from their observations how the critic teacher puts into operation teaching principles. Student teachers will try to determine the aim of the teacher; the aim of the pupils; whether or not the subject matter is given for knowledge, skill (drill) or attitude; methods and devices used by the critic teacher for securing interest; how she secures maximum effort from each pupil in her class, etc.

It is expected that during this period of observation, student teachers will form good standards for class room work; and that they will form definite notions for applying these standards to class room instruction. The student teachers will discuss the results of their observations with critic teachers and Director of Training School.

After the children have been brought up to a high standard of school work and school attitude, the student teachers who have made the best showing in observation will be given a chance to try out their plans by teaching the class under the supervision of the critic teacher whose duty it shall be to keep such close supervision over the practice teaching that the pupils do not lose anything whatsoever. On the other hand the quality of the work done by the children should continue to grow better and better during the entire term, notwithstanding the fact student teachers are teaching part of the time.

Gradually the teaching will be placed more and more in the hands of student teachers as their success seems to warrant. However, no student shall continue teaching any considerable period of time when the class is losing ground under her instruction. In such cases the student teacher shall spend more time in observing and studying teaching methods. Children must never

suffer loss in their work. How to supervise the work of the inexperienced student teacher without loss to children is one of the most difficult but vital problems confronting the critic teacher, and requires the greatest skill, tact, and judgment on her part.

Under the above plan it will be necessary for critic teachers to be present in their rooms most of the time when student teachers are teaching in order that she may know definitely the weakness and strength of the student teacher. This close supervision may gradually lessen as the term advances, providing student teachers reach a degree of efficiency which would warrant less supervision. Before the student teacher has finished her practice teaching, she will be expected to be able to assume complete responsibility of the class without the presence of the critic teacher.

Under close supervision during the first part of her practice teaching the student teacher will not be permitted to go far astray, or form bad habits in teaching; children will not suffer loss under her instruction. Under such supervision it is expected that she will reach a higher degree of efficiency at an earlier date than she otherwise would.

It has been suggested that such close supervision by the critic teacher may tend to embarrass the student teacher. In such cases it might be wise to make some exception. However, by one means or another the Director of the Training School, through the critic teachers, must have a clear, definite conception of the type of work that is being done by each student teacher. The critic teacher shall be expected to hand written statements to each student teacher at least twice a week, setting forth both the strong and weak points in her teaching.

Each student teacher will provide herself with a loose leaf note book in which to keep her lesson plans. These note books are to be of such type as will admit the insertion of the sheet of printed "Standards for Judging the Recitation." This sheet is to be used by the critic teacher in criticising or in making suggestions to the student teacher. The student teacher will insert this sheet of suggestions or criticism immediately after the plans of the lesson criticised.

Student teachers will leave their plan books in the office of the Director of the Training School once each week for his inspection. A study of these plan books together with the criticism and suggestions of the critic teachers will keep the Director of the Training School informed as to the progress of each student teacher and will aid him in directing and unifying the work.

In order that he might know that the work of the training teacher was being done satisfactorily, the Director also required that answers to the questions found under "Standards for Judging the Recitation" be written for each student observed and handed into the office. Each student teacher was given a set of these "Standards" in order that he might know upon what bases he was to be judged.

### Standards for Judging the Recitation

Teacher's ultimate aim -----

Teacher's immediate aim -----

The Pupil's aim -----

Is the lesson given for:

1. Knowledge?
2. Skill?
3. Attitude?

Which of the following teaching principles were observed and which violated?

1. Do the children recite to the teacher or do they address the class?
2. Do all the children in the class seem eager at all times to hear and understand the one reciting?
3. Do the children ask questions of each other?

4. What per cent of the class measures up to its maximum of capacity during the entire recitation?
5. Do the children consume most of the time of the recitation?
6. Do the teacher's plans provide for the initiative on the part of the children? How?
7. Do the teacher's plans provide for the organization of subject matter on the part of the pupils?
8. Is the administration of the class such as to cause each pupil to do all the work assigned?
9. Does the teacher ask thought questions or memory questions?
10. What means does the teacher use to stimulate the children?
11. Are the pupils depending upon thought or memory to retain the points of the lesson?
12. Is there a summary at the close of the recitation?  
In what form is this summary?
  - a. In way of reviewing the points of the lesson.
  - b. In way of using the points of the lesson.

Remarks:

Wilson (24) gives numerous score cards used in the various schools for rating student teachers. One of the most interesting and worth while series of score cards is that used by the Kansas State Normal School at Emporia. There are seven different score cards in this series. "One of these is an 'Observation and score card for project-problem instruction' on which sixteen points are listed as follows:

- "1. Ability of pupils to work as a social group.
2. Ability of pupils in planning and outlining projects.
3. Ability of pupils in raising and stating problems.
4. Ability of pupils to distribute the work of the project among themselves, which is to be done in the following study period.
5. Ability of individual pupils to make reports to the class which they have previously worked out in the study period.
6. Degree of attention and skill of the class in taking notes on the report being given by the pupil.
7. Ability of the class to carry on fruitful discussion and ask questions about matters not clear to them.
8. Ability of the class in giving criticism intended to help the pupil reporting.
9. Ability of the class in summarizing and drawing conclusions when all reports of problems or points related to the class project by individual pupils have been given.
10. Ability of pupils in discovering their needs for skill or knowledge of certain technique required to work out the project or to solve the problem.
11. Ability of pupils in planning, and in conducting drills or work in acquiring knowledge of technique.
12. Ability of individual pupils in being thoughtfully active throughout the recitation.
13. Ability of pupils to respect leadership in the members of their class.
14. Degree of good leadership developed in the recitation.
15. Ability of pupils to cooperate freely, helpfully, orderly.
16. Ability of pupils to criticize each other's work sympathetically, and to receive criticism in the right spirit.

"The other score cards used at Emporia are:

Observation and score card for general conditions of Instruction. Fifteen items.

Observation and score card for teacher activities in the recitation period. Ten items.

Observation and score card for pupil activities in the supervised study period. Eleven items.

Observation and score card for teacher activities in the supervised study period. Eight items.

Observation and score card for drill projects. Twenty-two items.

Observation and score card for appreciation activities. Nine items."

(25)

It seems that these score cards are used in estimating the student teacher along the various lines suggested. The greatest value, however, would come from placing these score cards in the hands of the students to be estimated. As Wilson points out, however, the series used in Kansas, like many of the score cards, do not provide for scoring the prospective teacher in ability to criticise herself. This trait of self-criticism is undoubtedly one of the most important factors in teacher training not only for prospective teachers but for experienced teachers as well. This trait, if practiced by the training teacher, might bear excellent results.

Not enough attention has been given to directed observation, or to measuring student teachers by means of score cards in Colorado State Teachers College, although something has been done along both these lines. The training teachers should study together such material as "The Supervision of Instruction" by Hubert Wilber Nutt (26) and "Training Departments in the State Normal Schools in the United States" by Wilson, (27) as a preparation for the various activities involved in teacher training.

Professor Nutt gives outlines for the observation of demonstration teaching, and numerous observation assignments, covering "preliminary observation," "critical observation," "observation to evaluate teaching," and the like. The observation assignment for preliminary observation deals with general conditions, such as physical conditions, names and personal characteristics of pupils, general spirit of the recitation, conditions which need improving and plans for such improvement. Observation assignment (1) for critical observation deals with the physical conditions of the room in detail under ten heads,—a. Ventilation, b. Temperature and humidity, c. Lighting, d. Conditions of walls and ceiling, e. Condition of floors, f. Blackboards, g. Condition of pupils' desks, h. Apparatus, i. Displays of work, and j. Pupils. Each of the above ten heads are subdivided into from two to six sub-topics.

Observation Assignment Two is an outline for the consideration of physical and mental devices. Assignment Three contains suggestions for noting the technique of the teacher. The student is asked to "note each item of technique that was prominent and when possible note the number of times practiced." (28) Assignment Four asks the student to "note the application of method to the organization and presentation of subject matter," and gives an outline to direct the student in his observation along this line. The "Outline for Directed Teaching" (29) covering the items (1) as to method, (2) as to devices, and (3) as to technique, each carefully planned and outlined is indeed valuable for any teacher to have for reference in his own teaching, and particularly would this be valuable to prospective teachers just learning to teach.

In the "Hand Book of Practice" for training teachers, supervisors and student teachers in Colorado State Teachers College, previously referred to, there appears the following "suggested plan of observation:"

#### SUGGESTED PLAN OF OBSERVATION

##### I. Subject Matter.

Description of the amount covered.

##### II. Preparation.

1. Teacher.

2. Pupil.



- III. Skill in Presentation.
- IV. Means employed.
  - 1. Blackboard.
  - 2. Questions.
  - 3. Skill in Drill.
  - 4. Story.
  - 5. Other Means.
  - 6. Number of times different pupils recited.  
(Were these used to proper advantage?)
- V. Effort.
  - 1. Teacher.
  - 2. Pupil.
- VI. Manner of Meeting Children.
  - 1. General.
  - 2. Slow Child.
  - 3. Quick Child.
  - 4. Number of times different pupils recited.
  - 5. How was the child who failed given the instruction needed?
- VII. Use of English (Oral and Written).
  - 1. Teacher.
  - 2. Pupil.
- VIII. Use of Voice.
  - 1. Teacher.
  - 2. Pupil.
- IX. Personal Appearance—Teacher and Pupils.
- X. Care and Hygiene.
  - 1. Room.
  - 2. Children.

The idea of self-measurement, referred to earlier in this discussion finds a place, also in this "Hand Book" in the following words:

### TEACHER'S GUIDE FOR SELF MEASUREMENT

These questions have been selected as embodying the essential features of the recitation. You should study this sheet continually. Every question is of vital importance. A careful report on each question will be demanded from you twice each term—the first report at the end of the first five weeks and the second report two weeks before the end of the term. Definite statements concerning each individual child will be asked for whenever it is possible to do this. Be honest in your reports, and do not try to pad them. Confer often with your training teacher and with the principal. It is their business to give you attention. Know what you are doing, why you are doing it, and where you are going. The Training School is yours. Be sure that you have a good supply of definite, practical, teaching knowledge before you have finished your practice teaching. If necessary, elect teaching beyond the regular requirements.

- 1. Are the children acquiring good habits of study and recitation?
- 2. Are you sure that the child knows for what he is working in each recitation?
- 3. How do you make sure that a pupil who fails on a point finally gets it?
- 4. Insist upon good English, best writing, etc., in all classes. State your experience in this work with your class.
- 5. Is the form of your questions improving?
- 6. Is the center of the recitation in you or in the pupils? Who does the work? Do the children ask intelligent questions as well as you?

7. What definite facts or in what definite ways have your pupils gained?
8. Can the children organize material with an outline or give a connected talk on a topic which has been developed?
9. Have you paid any attention to the weighing of values in your classes? And have the pupils been given opportunities to weigh values?
10. Give several methods you use in meeting the needs of both slow and quick children in the same class.
11. Is there any confusion in the class at the beginning of a lesson? At the end? Why?
12. Do the children all have a fair chance to recite?
13. Is there any confusion in each one who was troublesome about speaking out without permission?
14. Does any child interfere with the work of another?
15. Are you able to cause a child to want to do right?
16. How do you care for the hygiene of your room? Ventilation?

In addition to this, a concrete record of the work of each student teacher will be filed at the end of each term's work. This record runs as follows:

### CONCRETE TEACHING RECORD

Give Careful Description Under Each Heading.

Name	Age
Personal Appearance	
Discipline	
Professional attitude	
Results obtained	
Personality	

Still another outline used in the training school is this one on methods and devices. Although not so detailed as those given by Professor Nutt, it has served its purpose.

### AIDS IN METHODS AND DEVICES.

1. Each subject to be presented from the following view points.
  - (a) Content of subject matter.
  - (b) Method of study (Habits).
  - (c) Attitude of pupil.
    - (1) Special attention to be given to (b) and (c).
2. Desirable habits to be formed.
  - (a) Habits in each recitation that will be of use during the child's life.
    - (1) The habit of reciting to the class instead of to the teacher.
    - (2) The habit of hearing and understanding everything that is said in the class recitation.
    - (3) The habits of concentration and effort.
      - I. Avoid teaching two things where one will answer.
      - II. Avoid the formation of a habit that must be broken up later.
3. Some standards for judging the efficiency of our work.
  - (a) Do we give attention to the physical conditions of our school?
  - (b) Do we give attention to the development of life problems?
  - (c) Do we provide for the development of initiative and self reliance on the part of the pupil?
  - (d) Do we provide for the organization of subject matter?
  - (e) Do we lead pupils to estimate relative value?
  - (f) Do we develop personal qualities on the part of pupils?

Charts have been arranged for rating student teachers in both the rural Demonstration schools and the Elementary training school. The chart below is used by the Director of County Schools and the regular teachers in the rural Demonstration schools in rating the student teachers in these schools. The Director says that "the rating system tends to intensify effort and encourage a definiteness of purpose and aim."

**COLORADO STATE TEACHERS COLLEGE**  
**RATING OF STUDENT TEACHERS**  
in  
**RURAL DEMONSTRATION SCHOOLS**

Teacher \_\_\_\_\_ Dist. No. \_\_\_\_ School \_\_\_\_\_  
Student Helper \_\_\_\_\_ Dist. No. \_\_\_\_ School \_\_\_\_\_  
No. of Pupils \_\_\_\_\_ Boys \_\_\_\_\_ Date \_\_\_\_\_ Month \_\_\_\_\_  
Girls \_\_\_\_\_

<b>I. Physical and Native Efficiency</b>		<b>130 Units</b>	<b>Rating</b> _____
1. General Health _____	20__	5. Energy _____	15__
2. Voice _____	10__	6. Self Control _____	20__
3. Personal Habits _____	15__	7. Sympathy-tact _____	20__
4. Industry _____	20__	8. Adaptability _____	10__
<b>II. Measure of Instruction</b>		<b>130 Units</b>	<b>Rating</b> _____
1. Definite aim _____	20__	5. Effective adaptation _____	20__
2. Interest of Pupils _____	20__	6. Responsiveness to Suggestion _____	15__
3. Vitalized Instruction _____	20__	7. Power of discipline _____	20__
4. Presentation _____	15__		
<b>III. Preparatory Efficiency</b>		<b>130 Units</b>	<b>Rating</b> _____
1. Oversight of school during class instruction _____	15__	5. Co-operation _____	20__
2. Daily and weekly preparation _____	20__	6. Ability to see the school in relation to patrons _____	15__
3. The School Program _____	20__	7. Professional training (one year) _____	20__
4. Social contact _____	20__		
<b>IV. Acquired Efficiency</b>		<b>110 Units</b>	<b>Rating</b> _____
1. Leadership _____	20__	4. Accuracy of Pupils _____	20__
2. Pupil and community respect _____	15__	5. Accuracy of student helper _____	20__
3. Responsiveness of Pupils _____	20__	6. Progress of Pupils _____	15__
<b>Total Number of Units</b>	<b>500</b>		

Rating of Student Teacher \_\_\_\_\_

Note:

Deduct from 10 Slight, 2; marked, 4; very marked, 6; extreme 8.

Deduct from 15 Slight 3; marked 6; very marked, 9; extreme 12.

Deduct from 20 Slight 4; marked 8; very marked 12; extreme 16.

Teacher \_\_\_\_\_

Director Department of County Schools \_\_\_\_\_

The chart following is used for rating student teachers in the Elementary school.

**COLORADO STATE TEACHERS COLLEGE**  
**TRAINING SCHOOL**

Estimate of Student based on work done in Training School

Name \_\_\_\_\_ Quarter \_\_\_\_\_ Year \_\_\_\_\_  
(Last Name First)

**TEACHING EXPERIENCE:**

- (a) Number months in Rural Schools \_\_\_\_\_  
(b) Number months in Village Schools \_\_\_\_\_  
(c) Number months in City Schools \_\_\_\_\_

# TEACHING IN TRAINING SCHOOL:

- (1) No. of Quarters -----
- (2) Grade -----
- (3) Subjects taught -----

## TRAINING TEACHER'S ESTIMATION

### A. Moral Character:

- |                              | Poor | Fair | Good | Excellent |
|------------------------------|------|------|------|-----------|
| (1) General Reputation ----- |      |      |      |           |
| (2) Personal Estimate -----  |      |      |      |           |

### B. DISPOSITION: To what extent does the applicant possess the following qualities?

- |                                  | Not at all | Slightly | Moderately | Largely |
|----------------------------------|------------|----------|------------|---------|
| (1) Self Control -----           |            |          |            |         |
| (2) Enthusiasm -----             |            |          |            |         |
| (3) Sympathy -----               |            |          |            |         |
| (4) Tact -----                   |            |          |            |         |
| (5) Sense of Humor -----         |            |          |            |         |
| (6) Tendency to Co-operate ----- |            |          |            |         |
| (7) Cheerfulness -----           |            |          |            |         |
| (8) Fairness -----               |            |          |            |         |
| (9) Open Mindedness -----        |            |          |            |         |
| (10) Adaptability -----          |            |          |            |         |

### C. PHYSICAL EFFICIENCY:

- |                          | Poor | Fair | Good | Excellent |
|--------------------------|------|------|------|-----------|
| (1) General Health ----- |      |      |      |           |
| (2) Endurance -----      |      |      |      |           |
| (3) Industry -----       |      |      |      |           |

### D. PERSONAL APPEARANCE: To what extent are the following qualities characteristic of the person?

- |                          | Not at all | Slightly | Moderately | Largely |
|--------------------------|------------|----------|------------|---------|
| (1) Cleanliness -----    |            |          |            |         |
| (2) Neatness -----       |            |          |            |         |
| (3) Attractiveness ----- |            |          |            |         |

### E. TEACHING POWER: How would you rate the applicant on the following points?

- |   | Poor | Fair | Good | Excellent |
|---|------|------|------|-----------|
| (1) Preparation of Lessons -----  |      |      |      |           |
| (2) Assignment of Lessons -----   |      |      |      |           |
| (3) Skill in questioning -----  |      |      |      |           |
| (4) Ability to connect new lessons with the experience and interest of the pupils ----- |      |      |      |           |
| (5) Ability to distinguish between major and minor in subject matter -----              |      |      |      |           |
| (6) Resourcefulness in illustration, methods and devices -----                          |      |      |      |           |
| (7) Ability to develop the initiative of pupils -----                                   |      |      |      |           |
| (8) Ability to generate clear and forceful expression by the pupils -----               |      |      |      |           |

# F. DIRECTIVE SKILL:

	Poor	Fair	Good	Excellent
(1) In directing the proper employment of pupils who are not reciting -----				
(2) In securing co-operation of pupils in school government -----				
(3) In keeping the school room in proper condition with respect to health and aesthetic appearance -----				
(4) In the direction of play activities -----				
(5) In the creation of wholesome school spirit -----				
(6) Interest in community welfare -----				

# G. PREPARATION IN SPECIAL SUBJECT:

	Poor	Fair	Good	Excellent
(1) Music -----				
(2) Art -----				
(3) Penmanship -----				
(4) Cooking -----				
(5) Sewing -----				
(6) Manual Training -----				
(7) -----				

# H. GENERAL RANKING:

	Quartile 1st	2nd Q.	3rd Q.	4th Q.
(1) Training Teaching -----				
(2) By Director -----				
(State Board of Examiners) -----				

NOTE—In filling out this blank, do not attempt to give information about which you are not certain.

- (1) Nutt, Hubert Wilber, Director of the Oread Training School and Associate Professor of Education, University of Kansas, the Supervision of Instruction.
- (2) Ibid, P. 35.
- (3) Ibid, P. 36.
- (4) Ibid, Pp. 83-85.
- (5) Merriam, J. L., Normal School Education and Efficiency (N. Y. 1906)
- (6) Survey of Wisconsin Normal Schools (1914)
- (7) Carnegie Foundation Bulletin No. 14, P. 442.
- (8) Ibid.
- (8) Ibid P. 181.
- (10) Ibid P. 199
- (11) Colorado State Teachers College Bulletin—Series LVII, No. 1, April 1917.
- (12) Bulletin 1916, No. 12, Bureau of Ed. P. 54.
- (13) Curricula Designed for Professional Preparation of Teachers for American Public Schools—Carnegie Foundation for the Advancement of Teaching, 1917.  
Wilson—Training Departments of State Normal Schools in the U. S. Bulletin No. 66, Eastern Illinois State Normal School. P. 25
- (14) Carnegie Foundation for the Advancement of Teaching, Bulletin 14, P. 196
- (15) Only the enrollment of the Elementary Training School included.
- (16) Includes the rural demonstration schools (204)
- (17) Includes both the rural demonstration schools (264) and the Industrial High School, (341).
- (18) Educational Administration and Supervision 1915, Vol. 1, p. 591 also Wilson, Training Departments in the United States, p. 25.
- (19) Wilson—Training Departments in Normal Schools of the United States—Evanston, Ill., Normal School Bulletin 66, p. 38.
- (20) Ibid—pp. 44-46.
- (21) Winona Normal Bulletin, February, 1917. Pp. 281-2.
- (22) Wilson—Pp. 46-47.
- (23) Heilman, J. D.—The Total Load of Teachers—Section Four, Educational Survey of Colorado State Teachers College. Bulletin, Series XX, No. 9.
- (24) Wilson—Training Departments in the State Normal Schools of the U. S. Pages 91-112.
- (25) Ibid—Pp. 101-102.
- (26) Nutt, Hubert W.—The Supervision of Instruction, 1920. Riverside Text Book Series—Houghton, Mifflin Co.
- (27) Wilson, Lester M.—Training Departments in the State Normal Schools in the United States, 1919. The Normal School Bulletin, Eastern Illinois Normal School, No. 66.
- (28) Nutt—The Supervision of Instruction, P. 149.
- (29) Ibid—Pp. 164-179.

## VII. SUMMARY AND RECOMMENDATIONS

Although practically all Normal Schools and Teachers' Colleges, both private and public, have arrangements for student teaching, too little attention has been given to this phase of teacher training. This is indicated by conditions which exist among the teaching profession. Many teachers now in the field have never had a day of teaching experience before being placed in charge of a room. Comparatively few teachers in teacher training institutions have the training requisite for a proper attitude toward student teaching. Teaching training institutions differ so widely in the amount and kind of student contact with the training department, that there is need of common knowledge of the excellencies of the various schools. What is done profitably in one school can probably be done in another.

There is little question, today, that supervised student teaching is a vital factor in the ideal preparation of teachers. Although authorities everywhere advise making the training school the "heart" of the normal school, neither these administrators nor members of the faculties have taken the problem seriously enough. Teachers of academic subjects and even of the professional subjects often do not have a proper attitude toward the work done in the training school and the training school teachers become critical of the time and attention given to academic and professional subjects. This break often develops into open hostility. Surveys of teacher-training institutions should be made so that the valuable features of the various schools might become common to all, and so that the true worth of the various subjects of the curriculum including student teaching, might be understood. By means of such studies and by a more careful selection of instructors who have a professional point of view, there will develop a proper attitude on the part of each member of the faculty for the work of every other member and a spirit of true cooperation.

So long as such differences in training, experience and salary of teachers in the training school and of teachers in the other departments of the College exist, however, it is likely there will not be the desired cooperation. It is unfortunate that any faculties should have it said of them that inter-departmental cooperation is "mainly incidental or accident." Only when each member of the faculty takes this statement seriously and makes certain that it is not true in his own case, will the present condition be changed materially. Perhaps the most satisfactory plan of arriving at such a conclusion is by the careful study of the function of the College and of each department of the College and the relationship which exists between the various departments. Such a study will often reveal the fact that certain departments are failing to realize the function for which they were established.

The authorities and faculty of Colorado State Teachers College may as well face frankly and honestly the fact that we have quite ordinary training school facilities and that probably our organization does not make the fullest use of these ordinary facilities. An organization which includes members of the so-called academic departments of the College on the supervisory staff for the control of training facilities would probably tend toward a more complete utilization of these facilities than is possible under the present plan. So long as members of the faculty, other than those of the training school, have nothing to say of the control of teacher training, progress will likely come slowly.

Not only should there be an organization for determining the general policy of the institution toward teacher training, but there is real need of closer organization within the Elementary training school itself. Definite plans of procedure throughout the grades should be developed so that

there will be harmony and unity of method. This will necessitate immediate attention to a definite, detailed, and printed course of study. The lack of such a course of study is one of our greatest weaknesses. If this type of organization were developed, there would not be the marked changes in policy everytime the director of the training school changes.

Some of the strong points in the arrangement for student teaching in the College might appropriately be given. There is an opportunity for teachers preparing for rural school, elementary school or high school work to secure teaching under supervision. Student teachers preparing for special work such as work in the languages in the elementary school, for physical education in the form of plays and games or folk and aesthetic dancing, for sewing, cooking, manual training, and many other forms of industrial work, have excellent opportunity for not only "practice" teaching along these lines but for efficient supervision as well. These teachers have access, also, to strong departments along academic and professional lines in the College. Training school children have become especially interested in wireless telegraphy and other forms of electrical equipment because of the work in the College along these lines. They have become specialists in certain phases of biology before completing the grades. They have access to a most beautiful campus with every tree and shrub which will grow in this climate growing outside and many plants which do not develop in this climate, growing in the large green house; to a flower and vegetable garden growing under ideal conditions, in the midst of the "Garden Spot of the World"; a museum of birds and animal life surpassed by few in the West; and to painting and pottery, gathered from all parts of the world, whose value can not be estimated. Such an environment will have a marked influence upon prospective teachers.

But there are still many things to be done to make conditions for student teaching most satisfactory. The County Schools Department could well be developed to a greater degree than is true at present. This department is handicapped because of the inability to secure and retain competent teachers in the rural demonstration schools. This department has not been advertised in the state as much as might be done advantageously. If an assistant to the director were secured so that the Director could devote more of his time to going about the state, not only advertising the opportunities for rural teachers, but also meeting the needs of the rural population of Colorado, the College would be materially assisted.

Still another means of enlarging this Department of County Schools, and one which would be valuable to the teaching force of the State, is to extend the work to include some strong, consolidated schools for demonstration and student teaching purposes. Comparatively few of the graduates of this institution at present go into rural schools, so that the extension of this department would interfere in no way with the progress of other phases of the work. In fact this extension would perhaps relieve crowded conditions in the elementary training school, and give opportunity for training more than 36 of the 3000 rural teachers needed in Colorado.

Something should be done to relieve the crowded condition of both the high school and the elementary school. The mere statement of the fact that the high school with an enrollment of 341 is accommodated in six recitation rooms and that the elementary training school has at its disposal 13 recitation rooms, the office and an assembly room, reveals the crowded conditions as to room. The statement that 198 student teachers each quarter seek teaching accommodations in a small training school building with 13 recitation rooms, under eight training teachers, who have enrolled under them 347 pupils, will give some idea as to the overcrowded conditions in the rooms and the over-worked condition of the teachers if the work is done properly. The matter of room for both the high school and the elementary school will be solved satisfactorily



as soon as the west wing of the training school building is completed. Conditions might be improved materially, at present, if one of the city schools of Greeley could be secured for teacher training. The strain of the training teachers who are overworked could be relieved by the appointment of supervising teachers and a teacher of a special room. There are many retarded pupils who should be placed in this special room.

Some such arrangement as just suggested would give greater opportunity for more careful planning of observation and teaching. Courses prerequisite to teaching might then be worked out with some precision and more time could be devoted to class room procedure, testing, accumulative records, and the like. Surely prospective teachers in an up-to-date teachers' College have a right to expect the best in reports, records, etc., that is afforded in education today. The student teacher should be able to find a cumulative record of any child as to health, disease, attendance, mental ability and educational progress as indicated not alone by teachers' marks but by the mental and educational tests, on file in the training school. Not until such records are kept can there be a really efficient survey of training facilities in this institution. A survey without such records becomes mere opinion on the part of the writer or emphasis upon that which should be accomplished, but which is not being done.

Finally then, it might be appropriate to recommend:

1. The organization of a supervisory staff or council for the control of training facilities, which should include not only the principals and directors of the various training departments, but also members of other departments of the institution. General plans should be worked out by this council, and carried into execution by the various directors if one man is not made directly responsible for all teacher training.

2. An internal organization of training facilities in the high school and the elementary school which will insure a more unified method of procedure. This closer organization should result in more definite plans for both observation and teaching; a more careful appointment of student teachers to the work most helpful in their preparation; greater initiative on the part of the student teacher than is allowed at present, thus developing the ability to take responsibility; more definite realization on the part of all teachers whether directly or indirectly concerned that the chief aim of the entire institution is the training of teachers; a definite detailed, printed course of study.

3. The teachers in the Elementary training school should be relieved of some of their work if they are to be expected to do well the work now assigned to them. There is need also of certain supervising teachers and one or more teachers for special work. If some arrangement could be made with the Board of Education of the City of Greeley whereby one building could be taken over for demonstration purposes, the crowded conditions in the training school would be improved.

4. The enlargement of the Rural School Department to include a larger faculty and additional schools for demonstration and student teaching purposes. This would tend, also, to relieve the crowded conditions and over-work mentioned above.

5. Some more definite plan of scoring student teachers and of determining the efficiency of the training teacher is needed. When, by some satisfactory means of measurement, the student teacher is ranked strong, there is a better basis for recommendation. In this connection, it might be well for the student teacher to react to his own and to his critic teacher's teaching by means of some standards or score cards for this purpose. Surely sometimes there should be a written reaction from the director, the critic teacher and the student teacher on the class room work of both the student teacher and the training teacher. (1)

6. A system of permanent and cumulative records and reports

should be developed immediately. Mental and Educational scores of all children enrolled should be kept for permanent use. And certainly the teachers' "Marks" of the children should be found on file. The number of student teachers for each grade, and for the special departments, and the grade given each for the various quarters should be on file. Data for a thorough survey of teacher training facilities in Colorado State Teachers College should be kept on file in the training school building.

7. A longer period of time each day for teaching would probably result in more efficient work on the part of both the student teacher and the children taught. When a student teaches but 25 to 50 minutes each day, he cannot become so well acquainted either with the work of the training school or with the children. If the student teachers who do their teaching in the rural demonstration schools can get away from the institution for four weeks, surely the student teacher who teaches on the campus should arrange to spend a large part of the forenoon or of the afternoon in the training school.

8. Authorities in charge of teacher training institutions probably realize that to prepare teachers well requires more than two years of training. In some states the State Certificate is given, only after several years of teaching experience. In Rhode Island, "No student is to be graduated from that school who has not first, after completing all other normal-school requirements including the period of apprentice teaching, completed also a half-year of fully responsible teaching as a regularly employed teacher in a school system, under the supervision of the normal school." (2) It might be well for the authorities here to consider postponement of the State Diploma until after successful public school experience or after the completion of the four-year course, leading to the degree, Bachelor of Arts in Education.

9. Changes in Colorado State Teachers College are taking place so rapidly, that one survey has scarcely been completed until there is need of another. A survey committee should be continually on the job and ready to recommend changes whenever necessary. There have been so many changes in the training school since the material for this survey was collected, that there is need of another survey at the present time.

10. There is need of definite conscious efforts at cooperation on the part of every member of the faculty of Colorado State Teachers College. This is probably the first and the greatest need.

- (1) The plan of appraisal of work done as used in the University of Wisconsin High School, H. L. Miller, Principal, should be studied by persons interested in teacher training—Eighteenth Year Book of National Society for the study of Education—Part I.
- (2) Normal School Bulletin—Eastern Illinois State Normal—Number 66. Pp. 41-42.



UNIVERSITY OF CALIFORNIA LIBRARY

Los Angeles

This book is DUE on the last date stamped below.

Form L9 Series 414

UNIVERSITY of CALIFORNIA

LOS ANGELES  
LIBRARY

Lithomount  
Pamphlet  
Binder  
Gaylord Bros. Inc.  
Makers  
Stockton, Calif.  
PAT. JAN 21, 1908

UCLA Young Research Library

LB1840.G8 W9

yr



L 009 620 462 3

